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ABSTRACT

A practicum project was developed and implemented to teach information retrieval literacy skills to Grade 12 regular English students in a public high school. The research skills that the students were learning by mastering the electronic information systems in the school media center were used to research a "real world" problem to be written up in a student newsletter. The target group of 105 regular English students (85 by the end of the project) included nonnative speakers. Project implementation strategies involved collaborative learning in heterogeneous groups--collaboration was on every level, from choosing the research topic to locating the information on the electronic retrieval system to mastering the skills of correct research report writing. Notes and drafts for the research projects and a journal entry by each student served as a check on the project. Students decided the newsletter format, spacing, and typesetting, and completed paste-ups of the prototype newsletter. When the newsletters were published, each group made a presentation of its "survival guide" newsletter to the whole class. Among recommendations for the future are: (1) skills for research writing and publishing should be mastered before the project begins; (2) project should be made available to the English department head for use and shared with the school media specialists; and (3) the county's newly adopted competency-based curriculum should include this project as an alternative to the traditional research report now required for 12th-grade classes. (Contains 30 references; appendixes include interviews, data, and surveys.) (NKA)

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ED 371 389

USING A COLLABORATIVE LEARNING PROJECT TO TEACH INFORMATION LITERACY SKILLS TO TWELFTH GRADE REGULAR ENGLISH STUDENTS

by

Michael W. Coleman

U.S. DEPARTMENT OF EDUCATION
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TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

A Practicum Report

Submitted to the Faculty of the Abraham S. Fischler Center for the Advancement of Education of Nova Southeastern University in partial fulfillment of the requirements for the degree of Master of Science

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June / 1994

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Abstract

Using a Collaborative Learning Project to Teach Information Literacy Skills to Twelfth Grade Regular English Students.
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Descriptors: Information Literacy / Electronic Information Retrieval Skills / Media Center Information Search / Library Research / ESOL Students / Limited English Proficiency (LEP) Students / Twelfth Grade Regular English Students / Collaborative Learning Project / Research Report Writing / Newsletter Production.

This project was developed and implemented to teach information retrieval literacy skills to twelfth grade regular English students in a suburban public high school. The target group of 105 English IV regular students included English for Speakers of Other Languages (ESOL) and Limited English Proficiency (LEP) students. The objectives for the project were for the students to master the use of electronic information retrieval systems in the school's library media center while they researched documented information to help solve a real world problem. The implementation strategies involved collaborative learning in heterogeneous groups that researched real life problems for the purpose of publishing documented reports in a student newsletter publication. All of the project objectives were achieved successfully. A survey showed that a great majority of the students improved their attitude toward using the electronic information retrieval systems, and that they mastered the operation of the various systems. The students learned how to operate the various electronic information retrieval systems while they worked cooperatively in groups that published the newsletters. These newsletters supplied evidence that the students used the various information retrieval systems to help solve real world problems. Appendices include surveys, tabulated data, interviews, and a form and style manual.

Authorship Statement

I hereby testify that this paper and the work it reports are entirely my own. Where it has been necessary to draw from the work of others, published or unpublished, I have acknowledged such work in accordance with accepted scholarly and editorial practice. I give this testimony freely, out of respect for the scholarship of other workers in the field and in the hope that my work, presented here, will earn similar respect.

Michael W. Coleman

Michael W. Coleman

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Practicum Title Using A Collaborative Learning Project To Teach Information Literacy Skills To Twelfth Grade Regular English Students

Student's Name Michael W. Coleman

Project Site Hialeah High School Media Center Date June 14, 1994

Observer's Name Sandra Champion (please print) Sandra Champion (please sign)

Observer's position Head Media Specialist Phone # 1-305-822-1500

Observer's comment on impact of the project (handwritten):

The project was considered a success by both students and teachers. Students explored the technology, learned the information skills, worked collaboratively, and produced state of the art newsletters. Other teachers were so impressed with the results of this practicum that they plan to use Mr. Coleman's ideas next year. Additionally, I plan to "show off" the impressive newsletters to visiting media specialist during this year's American Library Association Convention.

It was a pleasure to observe this practicum student, the process, and the results. Hialeah High student will benefit from the research for years to come. Mr. Coleman is to be commended for his remarkable professional contribution.

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CHAPTER I

Purpose

Background

The site utilized in this report was a high school located in the suburbs of a major metropolitan city of the southeastern United States. The school had a comprehensive curriculum that offered an extensive range of academic and vocational programs which served a variety of student ability levels. In addition, the school was a site of an Aviation Magnet School that offers special courses and accreditation for aviation related careers. Although the school was almost 40 years old, it maintained an excellent media center that contained many state-of-the-art technological systems.

There were over 170 people employed on the full time staff of the school. Included in these employees were a principal, three assistant principals, 116 classroom teachers, eight guidance counselors, and two librarians. The ethnic distribution of the faculty was 58 percent White, 21 percent Hispanic, and 20 percent Black. The student population was over 2,860 and had an ethnic distribution that was 87.8 percent Hispanic, 6.1 percent Black, and 5.4 percent White.

The school was situated in a city that had the largest amount of industries of any city in the state. There were more than 1,000 factories and over 10,000 businesses in the city. The 1990 Census Report indicated that the city was a lower middle class community with an ethnic mix of approximately 90 percent Hispanic, five percent White, and three percent Black. Spanish was the predominant language of the community where it was used freely in most businesses and was the only language spoken in many homes.

The researcher was a teacher in the school's English department. The researcher's teaching assignment was four classes of twelfth grade regular level English students. It should be noted that one of these classes was originally assigned as a twelfth grade skills level English class since it was comprised of students who have Limited English Proficiency (LEP). The students of this class were currently enrolled or had recently exited the school's program of English for Speakers of Other Languages (ESOL). Because of the small class size and some other scheduling problems, the school administration retitled the class as a regular level English class. More students of regular ability were then added to the class.

The school's English department did not have a prescribed syllabus for any course offerings. However, each teacher was given a list of state objectives to be achieved during the school year. Each teacher was given great latitude in creating a course of study to meet the needs of the students. In addition, the county's public school board had recently developed a competency-based curriculum that outlined and delineated those skills that each student should master at each grade level.

Problem Statement

Too many high school students were unable to locate the proper information to solve real world problems although much of this information was readily available to them in their school setting. Most libraries now contained sophisticated information retrieval systems that most students did not use to their full capacity. Many students were simply unfamiliar with the correct use of these systems, and many other students were unaware that the information systems are available to them in a nearby library. These students were lacking information retrieval skills to help them make educated decisions on matters

that would impact their lives immediately and in the future.

The target group of this research was the entire teaching assignment of the researcher which included the students in four classes of regular senior English. There were 105 students in the four classes. Of these students, there were 66 males and 39 females. The ethnic diversity of these students was nine African-Americans that made up 8.57 percent of the total, 92 Hispanic-Americans that made up 87.62 percent of the total, and four White Americans that made up 3.81 percent of the total.

A personal interview with the school's media specialist (Appendix A:56) confirmed much of the problem. She stated that the students needed to become more familiar with the resources that were available to them in the school's media enter. The curriculum needed to "shift the emphasis from learning facts to learning how to learn." (Champion, 1993) She further added that there were many more sources of information, with new types of information, now being offered to the students than ever before. The school's media center had acquired so many new technological systems of information that it was hard for many people to keep up

with them.

However, the media specialist did have some concerns with the new applications of the technology available to the students. She felt that not enough students were using the new information retrieval systems to engage in critical thinking activities. She expressed that the students should no longer be concerned with just gathering facts. "We now have to create assignments to promote thinking." (Champion, 1993) It was clear that these new information retrieval skills should not be taught in an isolated vacuum. In other words, the students needed to learn the proper use of these database systems by employing them in some hands-on activity where the student was engaged in the teachable moment. Consequently, she did not implement any systems use orientation courses. The students did not retain much of the information presented in those sessions because they were more interested in working the machinery and not in employing the skills in some meaningful purpose.

A pencil and paper survey (Appendix B:60) was administered to the target group. The tabulated data (Appendix C:62) from that survey showed the following results. Eighty percent of the students claimed that it

is not easy to find specific information in the library. Ninety-six percent of the students would not go to a library to find assistance for a personal problem. In addition, only 59 percent of the students felt that the library could help them to make a decision for their future. At least 83 percent of the students responded that they did not know how to use the SIRS, TOM, NEWSBANK,or FIRN systems. There were 86 percent of the students who did not know how to use a CD ROM workstation, and 95 percent of the students did not know how to use an interactive video workstation.

For the purpose of obtaining some emotional responses to the problem, the researcher conducted classroom interviews (Appendix D:64) of the target group. The responses to this oral survey (Appendix E:66) revealed some of the probable causes of the problem. To begin with, many students found any type of library research to be dull and impractical. They too often assumed that the research would involve a traditional topic that was not relevant to their lives. In other words, retrieving information from the library meant gathering facts about eighteenth century historical figures in order to write a meaningless multi-page documented report.

Secondly, the student often assumed that the answer to a personal problem was not to be found in the library. The media specialists were perceived as being experts in finding facts only pertaining to general academics, history, geography, or literature. For many students, these topics were not their main concern.

There was a definite need to inform the students of the new information resources available to them. The successful student in the age of technology must be able to master these new information retrieval skills. Furthermore, the student must be able to formulate new ideas and conclusions with the aid of the vast network of information that was now available.

Levin (1992) explains how computer databases are changing the role of the traditional library. The new technology has created international computer networks that can give access to vast electronic libraries. In turn, scholarship and publishing are greatly facilitated by the coordination, manipulation, and transfer of information.

More importantly, the students needed to be informed about the new types of information available to them that can help them solve real world problems. All students, as potential productive and informed

citizens, should know how to adequately retrieve and coordinate the variety of information available to them in a modern media center. Coy (1989) explains how the knowledge-based world economy of the future will create new winners and losers. The winners will be involved in lifelong education and the flexibility for self-improvement.

Pope (1993) clarifies this position by saying that students as future workers must be able to use available technology. Computers and multimedia equipment will incorporate the use of highly developed networks and databases. These technology users "...must be thinkers who care about their own learning to the point that they constantly are open to changing paradigms." (1993:39)

The researcher discovered clearly that every student must acquire the skills to master the new technology of information retrieval systems. In addition, all students needed to realize that these systems could enable them to gather information to solve real world problems in both their personal and professional lives. They, in turn, could then make proper educated decisions that effected their lives immediately and in the future.

It was clear that the target group had not mastered the skills of information literacy. However, the county school board had adopted a new competency based curriculum that required the mastery of such skills. Specifically, the library/media curriculum stated that the process of becoming information literate required that students identify, locate, and evaluate the information needed to address a given problem or issue; then organize and synthesize the information for effective use to address the problem or issue at hand.

On a national perspective, Doyle (1992) reports the findings of a study for the National Forum on Information Literacy. "Information literacy is the ability to access, evaluate, and use information from a variety of sources..." (Doyle 1992:2). The report also outlines many qualities of an information literate person. Some of these qualities include that an information literate person identifies potential sources of information, evaluates and organizes the information for practical application, and uses the information in critical thinking and problem solving. The findings of the report also predict the need for change in education. "A shift in focus is needed from

static to process, from accumulation of facts by memorization to proficiency in the skills of information literacy." (Doyle 1992:1) The report also states that teachers are the most critical key to student attainment of information literacy and should implement resource based learning in their classrooms.

> Critical thinking/problem-solving skills will be developed and honed through meaningful activities involving the location and interpretation of information. Ongoing demonstrations will be made of how facts learned in classes become woven together to reveal the interrelated patterns of the world. Student assessment procedures will be used that include demonstration of the information literacy process, as through portfolios, projects, and performances. The library/media center will be viewed as an extension of the classroom. (Doyle 1993:5)

Doyle's report further adds that adult literacy is important for employment and citizenship. In order to be information literate, citizens need to be lifelong learners who are able to access a variety of resources, and who are able to evaluate and use the information to meet job-related and personal needs. "Those who can access information will be empowered with the skills to be successful as employees and citizens." (Doyle 1993:5)

Anderson et al. (1989) promotes the idea that teaching information literacy skills is not the sole responsibility of the media specialist. The skills

instruction should be a partnership among many personnel of the school. This would involve the media specialist working and planning with the teachers, curriculum planners, and principals. Information literacy skills instruction becomes the responsibility of the coordinated efforts of many personnel.

> The task of the team developing a library and information skills curriculum is crucial, then, if students are to be empowered with the skills they need to deal with information in the next century and if they are to become lifelong learners and educated citizens in a constantly and rapidly changing world. (Anderson et al. 1989:4)

The researcher was convinced that the skills of information literacy should be a part of the English curriculum which would, in turn, address the needs of the target group.

Outcome Objectives

In the beginning of the 1993-94 school year, the school's county superintendent expressed that the newly adopted competency-based curriculum would measure a student's practical application of knowledge. This called for more creative assignments where the students formulate a product that shows a competency to function in society. This would measure success by the competent completion of the product instead of the rote knowledge

the student can correctly mark on a multiple-choice test. One of the superintendent's goals was to have reading and writing assignments replace bubble sheets and true-false tests as the essential elements of the learning process throughout the curriculum. Another goal was to have the students place themselves within the learning equation of this curriculum because the lessons of the product assigned become as individualized as each student's background and potential.

The superintendent's goals coincided with the views of the school's media specialist. The students of the target group needed a task to engage the information retrieval skills to collect data that would then be incorporated in some critical thinking activity.

Therefore, the students were expected to raise their level of awareness and competence of electronic information retrieval systems by creating a product that would require using the information retrieval skills to formulate an answer to a meaningful problem. The proposal objectives were specified as the following:

(1) Over a period of twelve weeks, 80 percent of the target group will respond in a positive manner to 80 percent of the questions

contained in a survey of the use of electronic information retrieval systems.

(2) Over a period of 12 weeks, 95 percent of the target group will be able to use a variety of information retrieval systems as evidenced by a newsletter produced by the students.

(3) Over a period of 12 weeks, 95 percent of the target group will retrieve appropriate information to help solve a real life problem as evidenced by a documented report contained in a newsletter produced by the students.

CHAPTER II

Research and Solution Strategy

The first area of the literature review centered on information literacy skills in general. Pellerin et al. (1987) is a document that contains 31 different lessons that are intended to develop thinking skills by using the library media center. These lessons are designed primarily for the areas of language arts and social studies at various grade levels. Each lesson plan follows the same format that presents the lesson objective, disposition/attitude, core, and transfer. The lesson plan core includes the purpose, background knowledge, activities, materials, techniques, sequence, and metacognition. The transfer includes the application of thinking skills and follow up activities. One particular lesson is designed for a twelfth grade search project about Chaucer's England. The plan designs group work to brainstorm possible research topics, research in the library, create a bibliography, and demonstrate a panel presentation.

A process approach to library skills instruction is the basis of a study conducted by Kuhlthau (1984). The helpful points of this study are discussion of the

cognitive process used in library research and the six-stage timeline of the library research process. The author presents the psychological experience of the learner in each step of the research process. A good suggestion is for the student to keep a journal of their thoughts in stage one. The timeline also divides the library research portion into two separate visits. One visit is to explore the information. "They need to become familiar with the various collections in a library and to learn the differences in the information presented in each type of source." (Kuhlthau 1984:8) Then after forming a focus of the topic, the second visit is to collect information in concrete terms.

Chin and Blumenthal (1989) present a project of bibliographic instruction designed for English-as-a-Second-Language (ESL) students. It centers on a real world reading project that involves the students in small groups. Each member of the group must locate and read material from the library that pertains to a timely topic chosen by the group. The group then presents a panel discussion of the topic. This activity requires the student to use the library in a hands-on practice of systematic information search, particularly in using the computerized information.

A cursory review of the literature involving library research skills revealed that many of the projects involve students working in small groups, as evidenced in the last reference above. Therefore, the next area of the literature review focused on collaborative learning strategies that could be applied to projects involving information research.

An extensive discourse on the topic of collaborative learning is presented by Golub et al. (1988) where many authors contribute ideas on theory and practice. Gilles and VanDover in Golub et al. (1988) state that collaboration works best when students are given real problems to solve. Because students must feel ownership in the collaborative process, a contrived curriculum will too often produce little honest discussion or collaboration.

Sills in Golub et al. (1988) asserts that students working in a small group need to understand exactly what they are asked to do, how they should go about doing it, and when the assignment is to be completed. Another contributor stresses that each student must be responsible for some task in the collaborative project. Fleming in Golub et al. (1988) clearly presents several models of the various stages

involved in a collaborative writing project. This includes collecting information in the invention stage, blending the writing in the drafting stage, and assembling the written material in the revision stage.

McCormick in Golub et al. (1988) presents a research project that involves the students in investigating famous lives past and present. The students then use their gathered information to create a staged presentation of the meeting of the great minds by impersonating the people they have researched in a fictional gathering that transcends time and space.

Finally, Herreman in Golub et al. (1988) uses collaborative learning techniques in an expanded research project where the students create a fictional edition of a popular magazine that profiles famous people. After a time period is chosen, the students must research the proper information to create stories of the people, advertisements, and illustrations.

For other activities involving collaborative learning in a research project, Lyons (1990) explains three models where cooperative learning groups are used. One model is a group investigation where students work through six steps of researching a topic and preparing a report. In another six step model, the

students are given a problem to respond to by writing a complete statement of the problem, a strategy for inquiry, and the learning resources they expect to use to address the problem.

Mink (1992) describes how collaborative work is used to effect an alternative research assignment for a literature course. The author discusses the importance of collaborative learning and how it fits easily into the needs of a research task that requires a specific product. The project uses specific instructions that allow for individual flexibility where the students are involved in a suitable division of labor and leadership roles.

In a similar approach, O'Connell (1991) uses collaborative strategies in a reading program that engages the students in creative writing interpretations. The vital conditions of this scheme involve teaching by facilitating, structuring guidelines, reading and writing in the genre, and promoting student ownership of the project. The students are responsible for their own written products, but the path from initial idea to final story is collaborative where students write original songs, newspaper stories, scene reenactments, or publicity

posters.

The researcher discovered an interesting approach to an alternative research assignment. This was the group investigation project. Huhtala and Coughlin (1991) devised this type of project for solving real world problem issues. This involved a major endeavor of interdisciplinary English and government classes. The project's group investigation centers on a political problem where students take an active part in planning what and how they will study. The project is outlined in six stages beginning with identifying the topic and organizing research groups. The students then plan and execute an investigation. Afterwards the students prepare a report and make a final presentation. The investigation portion of the scheme involves the students in library information retrieval and personal interviews. This project also employs individual journals as part of the evaluation stage.

Jobe (1991) promotes the practice of collaborative learning in an alternative research assignment. The project, called the *we-search* paper, has the students choose the topic in which they have real interest and formulate a question about that topic. The students then locate other students who have

interest in the same topic. They then read all available information and interview people. The students keep a daily log to keep up with the material as it is collected. The final report is divided into four parts where the student addresses the areas of: what I knew, why I am writing this paper, the search, and what I learned. This type of research stresses the process involved, especially when students are allowed to teach each other the technical aspects of research and report writing. The procedures of the entire project are presented and clearly delineated in seven parts.

The last area of the literature review explored projects that have a component of library research or media center information search that can be adapted for the outcome objectives. Phelps (1992) offered the first such project as an alternative to the traditional research paper. The project, labeled a three-search paper, emphasizes process. It begins with the process of introspection where students use free-writing exercises to spontaneously focus on ideas. The students then work in small groups to further narrow the subject. The next step is to interview at least two people who can be peers and others with related

experiences or authorities and experts on the subject. A library research is the third area of the paper where students consult printed sources on the subject. The students then brainstorm an outline and begin writing a draft of the research paper. This process incorporates traditional research into a final product that is generated by the interests of the student.

On the other hand, Crawford (1992) begins a research assignment by having the students first react to poetry. The students then select a poet that they would like to know more about, read about the poet and the poetry, and write an appropriately documented paper about something that interests them the most. The students are involved in assisting each other in the information search and the teacher's most important role is the guide who is supportive of students' ideas. The students write a follow-up journal to reflect on their reaction to the experience.

Anderson (1990) describes a student information search assignment that centers on the library's reference section. It introduces the student to the library's main reference sources while making a thorough exploration of the aspects of a single word of the English language. The students take careful notes

on both the information and their process. A lengthy final report then integrates the information, their interpretations and reflections, and the record of their personal search.

Social action can be the focus of the research paper. Williams (1993) incorporates the requirements of the traditional research assignment into a project that starts as a problem/solution writing activity. It centers on social reform of the school. The students brainstorm on strengths and weaknesses in four areas of the school setting. The final report includes evidence of print research accompanied by the proper documentation. A final assignment requires the student to submit a written reflection on their learning during the project.

Cox and Firpo (1993) adapts the alternative research assignment to the subject of employment needs. Their report includes an inquiry in the current needs of the working world which reveals that employers need workers who can work on teams, read technical manuals, engage in correspondence, communicate orally, and think both logically and creatively. They then encourage students to move beyond the traditional report and produce video documentaries. Other students attend

local civic meetings to take notes of the brainstorming in action. The rest of the writing process is engaged when the students outline, revise, and edit a final report of the meeting. The teachers require that all research report writing be done on computers.

Dellinger (1989) devises three models of alternative research assignments. The first model is the *Collaborative Research* designed to use the tools of interview, survey, and reading. The student works for one month to finish the project which involves six steps in the process and six parts in the product. The second model is the *I-Search* designed to use the tools of inquiry and discourse. It is suitable for all ages or abilities. The student follows steps to plan, design, investigate, evaluate, record, and document a topic of personal interest. The third model is the *Saturation Report* designed to use the techniques of fiction to present factual material. This project has 10 steps and encourages a variety of search methods.

Another interdisciplinary program uses an expanded library research in the project by Downie (1989). Accelerated students in eleventh and twelfth grade classes of English, social studies, physics, and calculus listen to a series of guest speakers from the

community who present ethical dilemmas inherent in their profession. The students generate personal questions and issues from these guest speaker presentations. The writing process is the basis for the entire project. Students then research their isolated ethical issue and prepare a documented report. The program is then adapted and repeated for the remedial students.

Jensen (1989) expands the traditional research paper into a real world career research project. The finished product includes three main parts. One chapter is for a library research to describe a career. The next chapter is for interviewing a person working in the career field. The third chapter is devoted to a personal experience of spending a day observing and working with a person in the career field. The project begins with a group of self-discovery lessons related to career interest.

One interesting research project builds a course around a group publication for a specific audience. Irby (1993) involves the students in a group writing assignment where the students first choose a topic as a group and then form related questions to pursue. After focusing the topic, small groups research for library information. The next phase has students paired for

personal interviews. This pairing is especially beneficial for the ESL students. The groups then write articles for publication in a student newsletter type of format. The evaluation includes journal entry type questions.

Finally, one project appeared to capture all three areas of the literature review. Farmer (1991) presents a project that deals specifically with library media center information retrieval, employs collaborative learning activities, and designs a nice alternative to the traditional research paper assignment. This engages the students in a *benchmark project* that allows them to have a concrete reason to learn because a tangible result is the goal. The students get to feel that they own the process and the product. The benchmark project is a learning activity that involves a complex set of experiences that include locating and evaluating information, synthesizing the information, and applying that knowledge by presenting the results in an original manner.

The benchmark project lists characteristics that define an effective group and offers positive roles for the group members. The project also lists the factors of the effective librarian or teacher. The author also

presents the methodology of completing a benchmark project, and offers some typical ideas for the successful project. The author stresses the importance of adequate instruction and orientation for the groups' task work. Suggested were the use of written instructions, worksheets, or checklists to guide the group discussions.

For this practicum project the researcher formulated a solution strategy based on various models. First, the solution strategy employed the benchmark project explained by Farmer (1991). The design of the benchmark project includes a library media information search that could be the focal point for acquiring the information retrieval skills of the outcome objectives. The benchmark project also devises a plan for monitoring student progress with the use of checklists and worksheets.

Kuhlthau (1984) added two deviations to the benchmark project. Two separate visits to the library was designed into the project. And, the students maintained a journal of their involvement in the steps of the process. Two separate library visits reinforced the acquisition of the information retrieval skills. Journals were a part of many of the projects studied in

the review of the literature. Journal entries were used to help evaluate and monitor the progress of the project.

Jobe (1991) confirmed the use of journal type entries to keep most students on task. Periodic reports on individual work and on group progress was a good way to monitor the project. Also, the Jobe's (1991) procedures for this type of project were an excellent model.

The group investigation project of Huhtala and Coughlin (1991) also influenced the solution strategy. The purpose of helping students become independent learners who take ownership of their learning was compatible with goals of the objectives. The students claimed this ownership by choosing their own research topics.

Phelps (1992) provided a good method for the students to choose their topics. The process of introspection and freewriting helped the students to focus ideas into a meaningful research topic. This project had the students work collaboratively in groups as guided in Golub et al. (1988). The students profited by these guidelines for achieving effective group interaction.

The final product of the project was a newsletter type publication that was intended for a student audience as described by Irby (1993). That type of product and activity appeared to be well suited for the target group. The diversity of the target group reflected the mixture of students involved in that project.

Briefly stated, the solution strategy involved the following process. After the students were divided into groups, they were given instructions that the group would produce a survival guide newsletter for solving some real world problems facing young people today. The group discussed and focused on topics that required further research. When a few topics were chosen, the students visited the library to explore the various information retrieval systems. After the first library visit, the group reconvened and compared findings. They then began the plan and layout of their newsletter and decided which issues would be researched in more elaborate detail.

With the knowledge of what and how much was required for their particular newsletter, the group returned to the library for a more concentrated and detailed research. The students used this research to

write documented reports. Each report was required to display proper reference citations with correct bibliographic entries. The students then arranged their reports, charts, and illustrations in the newsletter. The newsletters were presented to the entire class for review and discussion of the findings. The students were then involved in self and peer evaluation of the project.

CHAPTER III

Method

The first week of the project was devoted to the invention stage where the students would begin to choose a research topic through some introspection. Then students responded individually in this stage by completing freewriting assignments based on the general topic of problems facing young people today. The students responded in writing without regard to correctness of grammar or punctuation. Getting their ideas down on paper was the primary goal here. The topics included 'Three Major Personal Problems', 'Answers I Need for the Future', and 'Problems Facing Young People Today'. The students were instructed to keep all three responses in their notebooks as they would eventually develop one of them into a completed essay.

On the first day of the week the teacher asked the students to respond in a freewriting exercise to an assignment written on the chalkboard. The assignment was stated as: "Relate three personal problems that you are facing right now." On the second day the teacher assigned the freewriting exercise written on the

chalkboard that asked: "What answers do I need now for my success in the future?" On the third day the students were asked to respond to the assignment that stated: "Present and discuss/explain three or four problems that today's teens must cope with in their lives." The students were then asked on the fourth day to develop the last topic as a polished and completed assay. The students were given two days to complete the composition and were allowed to engage their regular writing lab conditions where they may discuss their ideas and papers with fellow students.

Near the end of the first week, the researcher was informed that the previously secured dates for one of the library visits was canceled by the school administration. It was explained that the facility would be needed for some feeder pattern workshops, and that these workshops would take priority over all other activity scheduled for the library. The researcher then had to reschedule the dates for both library visits as the entire program had to be delayed by one week. Consequently, the students were given textbook assignments during the following week. After that week, the implementation schedule resumed. This caused only a minor interruption for the students.

The second week of the project continued to focus the students' choices for research topics. The teacher first presented the Survival Guide Newsletter project orientation and informed the students of the project's major goals. The teacher had the students copy some information from the chalkboard that introduced the scope of the project. This explained that the students would engage in the following activities: (1)question, (2)investigate, (3)answer, (4)document, and (5)publish.

The students also copied information that explained that any topic that was determined to be important and relevant for young people to know about or be aware of was acceptable for investigation. And, it explained that they needed to compile current, *real life* information that is useful now and/or in the future. Finally, the students were reminded that they were investigating and reporting what *the experts* had to say about the chosen topic. After this was copied and explained, several suggestions for possible research topics were offered by the students and a list was written on the chalkboard. It was stressed by the teacher, however, that these were only suggestions and that the students were not limited to those topics written on the chalkboard.

The teacher then had the students copy some specifics about the publication of the newsletter. They would have to fill at least eight pages (8.5" x 11") of copy per group. Each newsletter would contain an original masthead design and a publisher's box. Each bit of information would be documented with citations and references. Each report would be headlined/titled and bi-lined with the author(s) name(s). Each newsletter would contain some artwork. The artwork was defined as any drawing, cartoon, graph, chart, and/or picture used to explain/convey information. The students were also reminded that non-original artwork (especially graphs and charts) should be identified and documented with the proper source.

The teacher had acquired some excess copies of a health newsletter distributed to the teachers of the school. At the teacher's request, these were saved and given to the teacher by the office personnel in charge of mail distribution. There were enough copies for the teacher to give one to each student as a sample publication.

Next, the teacher distributed copies of the lists of group members. They would be working basically on four member teams that were devised by the teacher.

Some students voiced objections to not being able to choose their own team partners, but it was previously determined by the teacher that the most productivity and learning would arise from teacher arranged groups. The teacher was familiar with the ability level and personality of each student, and these factors were considered when arranging each group.

The groups were devised in the following manner. The teacher first determined how many four member groups would be needed for the number of students in the class. The teacher then dispersed all the higher ability students to the different groups. Next, all the lower ability students were dispersed to the different groups and paired with a higher ability student. Finally, all of the middle ability students were dispersed among the groups until all the groups had at least four members. Any students that still remained were then placed on a group that was determined in the teacher's judgment to be slightly weaker than the rest. However, the teacher did allow for the formation of some three member groups if the students in those groups appeared able and confident to complete the task. The teacher then typed the group lists for each class and distributed one copy to every student.

The students then met in their small groups and shared the thoughts of their freewritten papers. The group discussed these various ideas and chose which ones merited further investigation for authoritative answers. The groups were instructed to make a list of topics to be researched. These instructions were written on the chalkboard for each student to copy and understand. The group was also instructed to make a simple plan for the division of labor and the assignment of tasks for the first library visit.

During this week the teacher briefly presented the various information services to be found in the media center and reminded the students of the proper procedures and behavior required while visiting the media center. The students were told to report directly to the media center each day of the following week and that roll call would be taken there. Finally, the students were instructed to write a journal entry to help them complete the focus of the purpose of the first visit to the library's media center. The journal entry instructions were written on the chalkboard as follows: "(1)What I plan to investigate. (2)How I plan to investigate my topic(s). (3)Why I want to investigate this topic."

During the third week of the implementation the students were busy in the library retrieving information from the various systems in the library's media center. Initially, the students were scheduled to spend five days in the media center, but the new schedule put this visit during a week that contained a school holiday. Therefore, the students spent only four days in the media center. However, this amount of time seemed adequate for the students to explore the various information retrieval systems and learn how they were operated. In addition, the teacher decided to use close supervision and observation of task activity rather than requiring the students to complete a checklist of stations they visited. The rationale for this decision was that it would be better for the students to approach the various systems with the sole purpose of gathering the wanted information and not for the purpose to simply complete some checklist provided by the teacher.

At the beginning of the fourth week the students were asked to complete another journal entry titled: "What I learned in the media center last week." They were instructed to include in this journal entry a paragraph about each information retrieval system they

visited and operated. In these paragraphs they included such information as the name of the information retrieval system, the type of information offered from the system, how to operate the system, and how the system rated for ease and efficiency. The students then met in their groups to share their findings from the first library visit. The group discussed these findings and decided which topics would be suitable for an expanded documented report included in their newsletter. The group also reassigned individual tasks and made initial decisions about the artwork and illustrations needed for their newsletter.

For the fifth week, the teacher gave each student a prepared style manual (Appendix F:69) and presented lessons to master the skills of correct research report writing. The brief manual included examples for writing correct citations from the literature, quotations, and reference lists. This information was presented to the students so that they would know to gather all important bibliographic reference items to accompany the appropriate information that would be gathered during the second visit to the media center.

Primed with the newly acquired research skills, the students devoted the sixth sixth week to the second

library visit. During this time the students expanded their research and collected the proper reference data. Some of the students extended their information search to other information retrieval systems that supplied more data for their focused topics.

Near the end of this week the teacher checked the progress of each student in the class as part of a mid-course evaluation. Each student was asked to show their notes and explain briefly what information systems were used to retrieve the information. All the students were progressing very well at that point. Only a few students needed a nudge in the right direction to stay on the proper task. It was very easy to spot any students in the library who were not at one of the workstations and needed some individual assistance in some problem. In addition, the media specialist and two media clerks were available to offer assistance for individual matters.

The students began the seventh week by meeting in their group to report individual findings and progress. While this was being done, the teacher circulated to each group, listened to some of the exchange, and again checked students' notes and drafts. The teacher's activity at this point was the second part of the mid-

course evaluation. The students were overwhelmed with the amount of information and materials that they had gathered. They seemed quite excited to compile their findings into the next phase of the project. They read and digested the information retrieved and were anxious to begin writing the actual documented reports.

Furthermore, during this week the students were also instructed to write a lengthy journal entry that served as the third part of the mid-course check on the project's progress. This journal entry called for the following information: "(1)What information did you get from the media center last week? (2)Can you document each source? (3)Did you get enough information? (4)How much information does the group have? (5)What is your next role or assignment for the group to finish this project successfully? (6)What thoughts or feelings do you have about the project at this point?" These journal entries were collected by the teacher for review.

There were no indications that any mid-course corrections needed to made at this time. All three check points revealed that the students were at the proper place of progress and were ready to proceed to the next step of the project.

The beginning of the eighth week was again devoted to a group meeting where students reported progress and difficulties. After the group addressed all their problems, the students returned to the task of completing the rough drafts of their reports.

After a week off for Spring Break, the ninth week was devoted to the students meeting in their group to make an initial lay-out of the newsletter. This involved making decisions for the newsletter format, spacing, artwork placement, and typesetting. The teacher distributed sheets of blank paper 11" x 17" in size, and instructed the students how to fold and number a dummy layout of the newsletter. The group then decided the proper placement of the reports and artwork. Some students discovered that more information was needed from the library media center and returned there with individual passes.

The journal entry for this week asked the students to respond to the following questions: "(1)How can other teenagers use the information found in *my individual report*? (2)How can other teenagers use the information found in *my group's newsletter*? (3)Where and how am I typing my individual report?" The students then devoted the rest of that week to the

proper typing of the reports. Passes were issued to students as they scattered throughout the school to find some typing facility. Students utilized computers and typewriters in the media center, typing classrooms, computer classrooms, graphic arts classrooms and journalism workrooms. Some students had acquired the permission to use various other computers found in the school that were assigned to special teachers. The students who opted to type their reports at home or at work were busy in the classroom with artwork and layout activities, or they offered to help others in completing their typing.

The original schedule for the project called for the students to begin the paste-up activities in the tenth week. However, the students had not completed their typing by this time. The teacher asked to see the progress of each student and determined that another week of typing was required in the schedule. This change was announced, and the students continued their typing activities for the rest of the week. The teacher kept a close check on each student during this time to ensure that the typing would be completed by then.

During the eleventh week the group completed a final paste-up of the prototype newsletter. Actual

galley sheets were completed in full scale. To accomplish this, the teacher made available new sheets of 11" x 17" paper and placed an activity box of supplies at the front of the room. The activity box contained pairs of scissors, rulers, markers, and glue sticks. There was quite a flurry of activity during this time as students cut and pasted, consulted one another, compared layouts, and made adjustments. Some students made the proper arrangements and returned to the classroom during other periods to work on the layout. On the last day of that week the teacher collected all the prototypes of the newsletters. Over that weekend the teacher made suitable copies of each newsletter. Enough copies were made so the students would have a personal copy of the final product of that group to which the student was assigned.

At the beginning of the twelfth week the teacher distributed the newsletters to the students. Each group made a presentation of their survival guide newsletter to the entire class. The group briefly discussed the contents and layout of the newsletter. The appropriate student(s) then presented each report contained in that newsletter. Afterward, the group answered any questions from the class and a brief discussion followed.

During the thirteenth week the students evaluated the project. This involved self-evaluation and peer evaluation. The students were first asked to write a final lengthy journal entry. This entry contained the following items: "(1)Now that it's over, what do you feel about the project? Be specific about (a)the final product and (b)your performance in the project. (2)How would you change/improve the project? Be specific about (a)the library visits, (b)the group work, and (c)the typing and paste-up activities. (3)What did you learn from this experience?"

Each student was then interviewed. The students were asked to assign a grade to their own overall performance and each performance of the other members of the group. Finally, the students completed a post survey (Appendix G:77). This was a simple paper and pencil survey that revealed the student's attitude and mastery of information retrieval in the media center. The teacher then evaluated each newsletter to assign final grades and to measure other results of the project.

CHAPTER IV

Results

It must first be noted that the number of students in the target group diminished throughout the course of time of the practicum project. Some students were transferred to another teacher's class, while other students were withdrawn from the school for various reasons. At the end of the project only 85 students remained in the target group.

As reflected in outcome objective one, the overall goal of the project was for the students to realize that new electronic information retrieval systems are an integral part of their life long learning. Learning how to be life long users of the new information retrieval technology is important to their success as future workers and citizens.

To evaluate the success of this first goal stated in outcome objective one, the students completed a short pencil and paper survey (Appendix G:77) that revealed the students' attitude and mastery of information retrieval in the media center. Each item of the survey required only a yes or no response. If 80 percent of the target group completed a survey that had

at least 80 percent of the total possible responses marked yes, then the project would be considered successful in meeting the goal in outcome objective one.

There was outstanding success in meeting the goal in outcome objective one. First, the tabulated data of the Evaluation Survey of the Target Group (Appendix H:79) reveals that every item in the survey has more than 80 percent of the target group responding with an answer marked yes. Second, the distribution of yes response totals for the Evaluation Survey of the Target Group (Appendix I:81) shows that only one student in the target group had lower than 80 percent of the possible responses marked yes on the survey. In other words, 84 students (98.82 percent) of the target group responded yes to 80 percent or more of the items on the survey.

Another goal of the project was expressed in outcome objective two. This goal was that the students would operate the various electronic information retrieval systems available to them in the media center while gathering authoritative information to publish in a newsletter.

To evaluate the success of outcome objective two, the students were instructed to include in their

newsletter a publisher's box that listed all members who adequately contributed to the project completion. (See Attachments.) In addition, the publisher's box included a list of all electronic information retrieval systems that were used in researching the information for the newsletter. If 95 percent of the target group was included in the compiled list of publisher's boxes where four or more information retrieval systems were also listed, then the goal for outcome objective two was successful.

The goal for outcome objective two was also successfully achieved. Every completed newsletter listed in its publisher's box at least four information retrieval systems that were used in researching the information found in the newsletter. Many of the newsletters listed six or seven information retrieval systems in the publisher's box. Only two students in the target group were unable to complete the assignment and be included in their groups. There were a total of 83 students who successfully completed the newsletter project and were included in the compiled list of publisher's boxes where four or more information retrieval systems were also listed. This equated to 97.65 percent of the students successfully meeting the

goal of objective two.

Finally, outcome objective three expressed the last goal of the project. This goal was that the student would be able to gather appropriate information from the electronic systems to help solve a real life problem.

To evaluate the success of outcome objective three, the students were instructed to include in their newsletter at least one report including reference citations that helped to solve a real life problem as identified by the group. (See Attachments.) The end of each report included a proper bibliography of reference(s) and source(s) used to compile the report. Only those newsletters that contained this report was included in the sample group. If at least 95 percent of the target group was included in the compiled list of publisher's boxes of this sample group, then the goal for outcome objective three would be successful.

The goal for objective three was also a success. All of the newsletters that were completed included a suitable report that addressed the solution to some real life problem. In fact, when the students presented their newsletters for review to the class, all groups expressed that every report in their newsletter was

identified as helping to solve some real life problem. A few of the newsletters did exhibit some flaws in the bibliography of references and sources, but enough proper information was included to show that appropriate electronic information retrieval systems were used to complete the report.

As mentioned above, two of the students were unable to complete the assigned tasks. However, 83 students of the target group were included in the compiled list of publisher's boxes when objective three was measured. Again, 97.65 percent of the students of the target group were successful in meeting objective three.

The success of all three objective goals clearly indicates an overall success of the project. There was appropriate method used to achieve the goals for the target group. A clear majority of the students successfully completed the tasks and goals of this practicum project.

CHAPTER V

Recommendations

The overall success of the project would indicate very few changes. For the most part, the students benefited greatly by their involvement in the project and acquired valuable skills to assist them in all future learning. However, some recommendations can be offered by the researcher.

To begin with, some skills for research writing and publishing should be mastered by the students prior to the beginning of the project. However, these skills should not be taught in isolation. A smaller assignment that focuses the group on writing a controlled research report with specified reference citations would enhance their ability to complete the newsletter assignment in a more timely manner. Furthermore, a smaller assignment that would require the students to assemble a newsletter without having to do any research would also facilitate the completion of the larger researched version.

There are four directions to go in sharing this project with other educators and making it on-going in the school. First, the project should be shared with

the school administration. It is possible for the project to be presented to the administrative faculty council for consideration. This project can be adapted for an interdisciplinary approach. There are three types of interdisciplinary programs at the school setting. The administration can offer this project to those programs for possible use. In addition, the school has many vocational programs that may find the project desirable. Furthermore, the school will be involved in a special block schedule that will create two hour class periods on alternate days during the week. This class scheduling will better accommodate special project assignments of this type.

Second, the school's English department is in the process of developing a more coordinated curriculum for the eleventh and twelfth grade classes. The project should be offered to the committee in charge of this coordination. The project would also be made available to the English department head for use in the department as deemed necessary. The researcher would be available for a presentation of the project to the entire department at an appropriate meeting. The researcher would also be available for any assistance to individual teachers in the department who would like

to implement the project in their classes.

Next, the project should be shared with the school media specialists. They may use the project in other programs designed for the media center or distribute the information to other appropriate faculty members. The researcher recommends that the media center install even more electronic databases for the information retrieval systems that may offer new types of information for expanded research. Some equipment should also be installed or upgraded in the media center to facilitate the project. Specifically, there is a need for computers equipped with software programs designed for desk top publishing. Better computer printers are also needed.

Finally, the county's newly adopted competency based curriculum should include this project as an adequate alternative to the traditional research report that is now required in the twelfth grade classes. It may be more applicable for most of the twelfth grade students to research a real life problem. Effort should be made to present the project to the appropriate county personnel for review and possible inclusion in the new curriculum.

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APPENDICES

Appendix A

Personal Interview with School Media Specialist

Appendix A

Personal Interview with School Media Specialist
September 8, 1993

Practicum Researcher (PR) - What can be identified as the greatest need for the students today?

Media Specialist (MS) - The students need to become aware of the many new and exciting resources of information that we have available for them in the media center. We have upgraded our systems with some of the new technology that is now available. Some of this is so new that the teachers are not even aware of it. These innovations are changing the way that students learn. We have to shift the emphasis from learning facts to learning how to learn.

PR- What are some of these resources?

MS- We now have CD ROM workstations that include *TOM*, *Magazine Article Summaries*, *NEWSBANK*, *Information Finder*, *Mammals*, and *Shakespeare*. In addition, we have telecommunication workstations that give students access to *Learning Link*, *ERIC*, *FIRN*, *Choices*, and *Dade County's Bulletin Board*. There is also available to the students our interactive video workstations of *Health Aids* and *Bio Science II*. And, of course, we have IMPACT which is the automated card catalog that connects to a network of schools throughout the county where the student has access to books, videos, filmstrips, slides, recordings, and computer software.

PR- What should the classroom teacher be doing with all these new things?

Appendix A (cont.)

MS- We need to get more of the students into the media center to use these items in a meaningful way.

PR- If the students are not familiar with all the new technology, shouldn't we start some orientation sessions to at least show them how to operate everything?

MS- I find that those types of orientation sessions are not that profitable for the students. They need a hands on learning experience where their need to operate the machine is motivated by the need to get an answer to a real problem. We have tried the sessions in the past, and the students enjoy it when we turn them loose on the machine, but they often return with little retention of how the machinery works when they are looking for some specific information.

PR- The teacher needs to assign a task for the students to find some specific information that is located on the machine. What would that involve?

MS- Finding the information should not be the end of the assignment. Using the information in some higher level of critical thinking is the goal. There are so many types of resources available to the student today that they can now have the golden opportunity to explore the different sources of knowledge and incorporate their findings into a genuine expansion of personal knowledge. We now have to create assignments to promote thinking. The student will then discover that the link to this vast storehouse of knowledge is located in the media center. In doing so, the student will learn better *how to learn* the necessary information required for formulating

Appendix A (cont.)

educated opinions, or for synthesizing a greater concept.

PR- Do you foresee any problems with this type of information search?

MS- The teacher needs to have research assignments that require a higher thinking process where the information gathered is then used to synthesize some informed conclusions. That is an exercise in truly learning something new. Too often I see students come to the media center, punch up some information based on the keywords supplied by the teacher, and run a copy of the screen back to the teacher as the final product. The students are not even bothering to read and digest the information they have just uncovered. It would be better to have the student use that information to form an opinion, or create a concept based on the logical reasoning found in the information.

Appendix B

Intellectual Survey of the Target Group

Appendix B

Intellectual Survey of the Target Group

1 Have you used the school library for a specific research task in the past year? YES NO

2 Have you used the public library for a specific research task in the past year? YES NO

3 Would you go to the library to find assistance for a personal problem? YES NO

4 Is it easy to find specific information in the library? YES NO

5 Can the library help you to make a decision for your future? YES NO

In the library, do you know how to use the following?

6 SIRS YES NO

7 TOM YES NO

8 NEWSBANK YES NO

9 FIRN YES NO

10 CD ROM WORKSTATION YES NO

11 INTERACTIVE VIDEO WORKSTATION YES NO

Would you know how to locate the sources of information to help you determine the answer to the following questions?

12 What are the best career opportunities for the next decade? YES NO

13 What is the best car value for a family of four? YES NO

14 What are the five best areas to live in Florida? YES NO

15 Which hospitals offer the best services? YES NO

Appendix C

Intellectual Survey of the Target Group Tabulated Data

Appendix C

Intellectual Survey of the Target Group Tabulated Data

1. Have you used the school library for a specific research task in the past year? YES-87(82 86%) NO-18(17 14%)

2. Have you used the public library for a specific research task in the past year? YES-54(51 43%) NO-51(48 57%)

3. Would you go to the library to find assistance for a personal problem? YES-4(03 81%) NO-101(96 19%)

4. Is it easy to find specific information in the library? YES-84(80 00%) NO-21(20 00%)

5. Can the library help you to make a decision for your future? YES-62(59 05%) NO-43(40 95%)

In the library, do you know how to use the following?

6. SIRS YES-11(10 48%) NO-94(89 52%)

7. TOM YES-5(04 76%) NO-100(95 24%)

8. NEWSBANK YES-17(16 19%) NO-88(83 81%)

9. FIRN YES-2(01 90%) NO-103(98 10%)

10. CD ROM WORKSTATION YES-14(13 33%) NO-91(86 67%)

11. INTERACTIVE VIDEO WORKSTATION YES-5(04 76%) NO-100(95 24%)

Would you know how to locate the sources of information to help you determine the answer to the following questions?

12. What are the best career opportunities for the next decade? YES-27(25 71%) NO-78(74 29%)

13. What is the best car value for a family of four? YES-26(24 76%) NO-79(75 24%)

14. What are the five best areas to live in Florida? YES-30(28 57%) NO-75(71 43%)

15. Which hospitals offer the best services? YES-23(21 90%) NO-82(78 10%)

Appendix D

Interview/Oral Survey of Target Group

Appendix D

Interview/Oral Survey of Target Group

The researcher posed questions to the students in each of the four classes to generate discussion of the emotional reaction to the topic.
These questions included the following:

*What is your reaction to library research?

*Why do you perceive research projects in such a negative way?

*What sort of answers do teens need that would require some sort of research from an expert?

*With so many problems facing teens today, why don't they seek the answers in the library/media center?

*If the media specialists are experts to consult, why not go to them for some of your needed answers?

Appendix E

Compiled Selected Responses to the Oral Survey

Appendix E

Compiled Selected Responses to the Oral Survey

1. What is your reaction to library research?
   - How can we be expected to write a ten page research paper when we find it hard to write one page?
   - I don't know where we are ever going to use that information.
   - It's too hard to find anything in the library.
   - I don't see why we have to copy down some stuff that some guy wrote a couple hundred years ago.
   - It's so boring to keep looking up things in books and not know where to find them.
   - The things that teachers want us to look up are so boring and dull that we get tired of trying to finish the assignment.

2. Why do you perceive research projects in such a negative way?
   - They are always too long.
   - Teachers never let us pick the topics we want to do.
   - I'm afraid that I won't know how to find anything to support my topic.
   - They are just not part of what we need to know today.

3. What sort of answers do teens need that would require some sort of research from an expert?
   - I need to know how to get a scholarship. If not, I need to know how I can pay for college.
   - I need to know how to buy a car on my pay.
   - Where can I find an apartment when my parents throw me out after graduation?
   - I don't know what would be a good career for me.

Appendix E (cont.)

- I need to get my car fixed, but I don't know if it's worth fixing.
- What's the best type of birth control to use?
- If I don't go to college, what kind of training can I get for a good job?

4. With so many problems facing teens today, why don't they seek the answers in the library/media center?
   - It's too hard to find anything in the library.
   - I don't want to read entire books to get my answers and then find out that the book can't help me anyway.
   - I don't have time to do that.
   - How can the library help me with problems I have with my parents?
   - The library won't fix my problem with my boyfriend.

5. If the media specialists are experts to consult, why not go to them for some of your needed answers?
   - They only know about school stuff.
   - Why would they want to know about our personal problems?
   - If I really knew them, I guess I would tell them about my problems.
   - How can they help me get my life in order?

Appendix F

Form and Style Manual

Appendix F

Form and Style Manual

Form and Style Manual

Prepared by M. Coleman for English IV Research Project

Introduction

A **Form and Style Manual**, sometimes called a **style sheet**, is the set of guidelines for the proper presentation of a manuscript submitted for review and/or publication. The specific guidelines may vary according to instructor, professor, school, college, or publisher. It is always best to check which style is correct for your specific report assignment.

The guidelines of the style sheet should provide the proper form to present **citations, quotations, and reference list** in your research report. The intent is to provide enough information so that *any future reader* of your report can find the articles you have used in your research.

In the manuscript form, a report is usually submitted typed double spaced on one side of the paper only. The paper size is 8.5" x 11". The first sentence of every paragraph should be indented five spaces. However, your research project will vary from these requirements since you will be typesetting your report in final form for your individual newsletter.

Citations from the Literature

Credit must be given to any author whose written work you **paraphrase** (put into your own words). This is commonly called a **citation in text**. Credit should be given to the author in the following manner.

One Author: Last Name (year of publication)
Example: **Smithers (1989)...**

Two Authors: Both Last Names same order as published (year)
(Also be sure to use the same order in the reference list.)
Example: **Krantz and Stern (1991)...**

Three Authors: Last Names same order as published (year)
(Also be sure to use the same order in the reference list.)
Example: **Loomis, Creech, and Bowden (1988)...**

Four Or More Authors: Last Name of first author plus "et al." (year)
(Also be sure to use the same form in the reference list.)
Example: **Portnoy et al. (1990)...**

Appendix F (cont.)

Page 2

If the author's last name is **not** part of the sentence of the text, the parenthetical reference includes the name.

Example: Too many high school students are ignoring the advice of the experts. **(Jameson, 1992)**

Usually the **source** of the material such as the name of the magazine or book is **not included in the text** of the report.

If the author being cited has written more than one publication within a single year, the listing dates are assigned alphabetical letters. Example: **Randall (1987a)** reports that most careers require continuing training. However, **Randall (1987b)** adds that much of the training cost is paid by the employer.

Quotations

Direct quotations of **fewer than four typewritten lines** should be set off from the body of the text with **quotation marks** before and after the quotation.

The **comma or period** should always be placed **within** the quotation marks. Put other punctuation outside quotation marks unless it is part of the quoted material.

Ellipsis points (...) **indicate omissions** from a quotation.

Citations for **direct quotes must include the page number** of the text from which it was taken.

Example: Most experts agree that people are too often misled by weight loss promises. "Most consumers do not take the time to read the fine print and work through the entire program." **(Freeman, 1990:23)** In addition, too many people are discouraged by unrealistic goals. **Tyler (1992:7)** reported that "too many...people are discouraged whenever they don't lose a large amount of weight in a very short time."

Appendix F (cont.)

Direct quotations that are **four typewritten lines or longer** should be single-spaced, indented five spaces from the margins, and **blocked** from the rest of the text **without** the use of **quotation marks**.

Example: ...as was the case with the average high school student when he or she applies for college. College admissions offices expect the student to be able to correctly complete all admission forms.

> The average student must pass the hidden admissions test by being sure to have all the application spaces filled in correctly. Many of the forms are simply filed in the bottom of the stack when the reviewer notices that spaces are blank. The applications are then not returned to the student in time for the student to resubmit a proper application for enrollment. (Everett, 1993.24)

It is not enough to be a straight A student if you do not use common sense when applying for college.

Reference List

The purpose of the reference list is to give credit to all the authors cited in the text. References should be placed in the list in **alphabetical order** by the **author's last name**. When **more than one author** is included for a **single work**, use the same order as was used in the citation in the text. This order should match the order of the authors in the original publication. Then alphabetize by using the first author's last name.

When there is **more than one author**, the names following are written in first name-last name order.

For **two items by the same author**, placement is alphabetical first, then by date.

Titles such as *Dr.*, *Rev.*, *Ms.*, and degrees such as *B.S.*, *M.S.*, and *Ph.D.* are **not included**.

The **first line** of each item **starts on the margin**. But, **each following line** for the item is **indented**.

Appendix F (cont.)

Page 4

Reference List Examples

Articles from Journals or Magazines

Author's Last Name, First Name. "Title of the Article." Name of the Magazine or Journal Date of Publication, Page Numbers.

Ford, S. David. "Peer Pressure Among Teenagers Today." Newsweek , October 2, 1991, pp. 45-52.

Mathews, Robert E., and John F. Davidson. "Problems in the Public Schools." Psychology Today, March 1987, pp. 60-71.

North, T. S., J. Brown, and Carol Richards. "Education's Goals for the Year 2000." Education Review, November 1992, pp. 14-25.

Walters, Gerald, et al. "Report to the Florida State Commissioner of Education." Florida Journal of School Administrators, September 1989, pp. 32-39+.

Book

(See the Title Page of each book for the necessary information.)

Author's Last Name, First Name. Title of Book. City of Publication: Publisher's Name, Year Published.

Anderson, Judith. Violence in American Youth Is Everyone's Concern. Boston: Grove Press, 1986.

Brown, K., and J. D. Larson. When My Friends Get Me In Trouble. Larson, FL: Hillermann Press, 1992.

Edwards, Marion C. and Leslie P. Crane, Eds. Make the System Work for You. New York: Langford, 1986.

Rogers, Martha B., Ed. Changes in the Classroom: Curriculum Planning for the Next Century. Philadelphia: Denton Institute Press, 1991.

Thomas, P., F. Diaz, and G. Crawford, Eds. Financing Your College Education: Public and Private Funds to Meet Educational Needs in the Nineties. Albany, NY: James Guilliard Associates, 1988.

Special Entries

Article From An Edited Book

Author's Last Name, First Name. "Title of Article." ***In*** Editor of Book. Title of Book. City of Publication: Publisher's Name, Year Published.

Cortez, Rosa M. "Making the Grade." In George J. Parks, Ed. How to Succeed in School. Oakmont, CA: Stone and Sons, 1987.

Appendix F (cont.)

Unsigned Article

(Alphabetize according to the first letter in the title of the article.)

"Title of Article." Name of Magazine or Journal Date of Publication, Page Numbers.

"Computer Literacy Is the Key to Success in a Modern Society." Ladies Home Journal January 1992, p. 63.

Newspaper Article

Author's Last Name, First Name. "Title of Article." Newspaper Name, Publication Date, Section and/or Page Numbers.

Oliver, Jessica. "New Testing Program Started in Dade Schools." The Miami Herald, October 17, 1990, Sec. B, p. 3.

Silvera, J. A. "I Got the Curfew Blues." Miami New Times, February 17, 1994, pp. 9-14.

Editorial

(Alphabetize according to the first letter in the title of the editorial.)

"Title of Editorial." ***Editorial*** . Newspaper Name, Date of Publication, Section and/or Page Numbers, column placement.

"A Generation at Risk: How Bad Are Our Public Schools?" Editorial. New York Times, Jan. 5, 1992, Sec. 1, p.23, cols. 1-2.

"Putting Brakes on Bigotry." Editorial. The Miami Herald, March 5, 1994, p. 34A, cols. 1-2.

Book with Four or More Authors

(Use the first author's name as listed on the title page.)

Author's Last Name, First Name, ***et al.*** Title of Book. City of Publication: Publisher's Name, Year Published.

Ferguson, Robert, et al. Teaching Common Sense New York: Archmont Press, 1984.

Edited Collection of Writings

Author's Last Name, First name, ***Ed.*** Title of Book. City of Publication: Publisher's Name, Year Published.

Woodward, Catherine, Ed. Positive Peer Pressure in the Classroom. Atlanta, GA: College Park Press, 1984.

Fernandez, J. M., Ed. Why Private Corporations Should Run Our Public Schools. Philadelphia: Stuart Paine Associates, 1991.

Appendix F (cont.)

Page 6

Government Publications

(Alphabetize according to first word in the name of government agency.)

Name of Government Agency. Title of Publication. (Publication Number) City of Publication: Publisher's Name, Year Published.

National Institute of Mental Health. Stress in the Inner City: Implications for the Nineties. (DHHS Publication No. ADM 89-1148) Washington, DC: U.S. Government Printing Office, 1989.

Government Leaflet

Author's Last Name, First Name. Title of Leaflet. Publication Source and Number. City of Publication: Publisher's Name, Year Published

Johnson, J. Avery, and Juanita Garcia. How Smoking Can Effect the Health of Your Unborn Baby. U.S. Department of Education Publication, No. 782. Bethesda, MD: Department of Health, Education and Welfare, 1986.

Televised Program

(Alphabetize according to the first word in the title of the program.)

Title of Program. Writer's Name, Director's Name, Producer's Name. Television Station, Date of Program.

Peril on the Playing Field. Writ. James Torrence, Dir. Emilio Suarez, Prod. Joshua Nickerson. WPLG-TV, May 14, 1993.

Video/Interactive Laser Disc

(Alphabetize according to the Title of the Video/Program.)

Title of Video/Program. Director's Name, Producer's Name. Production Company Name and Year Produced.

The Shrinking Horizon Dir. Benjamin Alden, Prod. Arnold Pinckney. MGM/UA 1988.

Teenage Gangs and Street Violence. Dir. Susan Hartley, Prod. Rachel Lovejoy. ABC News Interactive 1993.

Interview - Telephone or Personal

(Alphabetize according to name of the interviewee.)

Name of Interviewee. Telephone/Personal Interview. Date of Interview.

Carlson, William H. Telephone interview. March 3, 1994.

Perkins, Julia. Personal interview. February 16, 1994.

Appendix F (cont.)

Microform Material

Author's Last Name, First Name. "Title of Document." Name of Microform System, Year Listed. System Number.

Williams, Andrew. "Motivating Gifted Students Through Peer Group Research." ERIC Clearinghouse on Handicapped and Gifted Children, 1989. ERIC ED 243 473.

Information Systems/Databases

Your research project requires a special addition to the reference list. You are required to add to the list the various information systems or information databases that were used to research your topic. **Be sure to include all the names of the information systems that were used to investigate the topic**. After the last line of the reference list, **skip a line** and then type in the heading *Information Systems/Databases*. Then **enter the number** of systems/databases used within parentheses. On the next line, list in alphabetical order the systems/databases that were used for that report.

Example:

Reference List

Adams, Mark. "On the Job Training for the Nineties." Working World Journal June 1991, pp. 7-10.

Barton, J., and R. Simpson. The Big Book of Careers. San Diego, CA: Academic Press, 1989.

Glasser, M., et al. Career Tracks for the Next Century. New York: Fenton Bros. Press, 1992.

"How to Land That Dream Job." Journal of American Business, December 1987, pp. 67-75.

"Jobs Are Needed in the Downtown Area." Editorial. The Miami Sun, July 15, 1993, Sec. 1, p.18, cols. 1-2.

Zimmermann, J. Herbert, Mark Tyson, and Lawrence Boyd, Eds. New Careers for the New Technology World. Clearwater, FL: Mansfield Associates, 1988.

Information Systems/Databases (7)

ABC News Interactive, Compton's Electronic Encyclopedia, IMPACT, Information Finders, NEWSBANK, SIRS, and TOM.

Appendix G

Evaluation Survey of the Target Group

Appendix G

Evaluation Survey of the Target Group

1 Do you have a variety of electronic information retrieval systems available for your use? YES NO

2 Is it simple to learn how to operate the various electronic information systems? YES NO

3 Would you go to the library to find assistance for a personal problem? YES NO

4 Is it easy to find specific information in the library? YES NO

5 Can the library help you to make a decision for your future? YES NO

In the media center, do you know how to use the following?

6 SIRS YES NO

7 TOM YES NO

8 NEWSBANK YES NO

9 IMPACT YES NO

10 CD ROM WORKSTATION YES NO

11 INTERACTIVE VIDEO WORKSTATION YES NO

Could the electronic information retrieval systems be a good way to locate information to help you solve a real life problem concerning

12 A good choice for a career opportunity? YES NO

13 The best car value for a college student? YES NO

14 A good way to deal with divorce? YES NO

15 Where to go for a medical problem? YES NO

Appendix H

Evaluation Survey of the Target Group Tabulated Data

Appendix H

Evaluation Survey of the Target Group Tabulated Data

1 Do you have a variety of electronic information retrieval systems available for your use? YES-84(98 82%) NO-1(01 18%)

2 Is it simple to learn how to operate the various electronic information systems? YES-84(98 82%) NO-1(01 18%)

3 Would you go to the library to find assistance for a personal problem? YES-82(96 47%) NO-3(03 53%)

4 Is it easy to find specific information in the library? YES-84(98 82%) NO-1(01 18%)

5 Can the library help you to make a decision for your future? YES-83(97 65%) NO-2(02 35%)

In the media center, do you know how to use the following?

6 SIRS YES-85(100%) NO-0(0 00%)

7 TOM YES-82(96 47%) NO-3(03 53%)

8 NEWSBANK YES-81(95 29%) NO-4(04 71%)

9 IMPACT YES-85(100%) NO-0(0 00%)

10 CD ROM WORKSTATION YES-82(96 47%) NO-3(03 53%)

11 INTERACTIVE VIDEO WORKSTATION YES-70(82 35%) NO-15(17 65%)

Could the electronic information retrieval systems be a good way to locate information to help you solve a real life problem concerning

12 A good choice for a career opportunity? YES-84(98 82%) NO-1(01 18%)

13 The best car value for a college student? YES-82(96 47%) NO-3(03 53%)

14 A good way to deal with divorce? YES-82(96 47%) NO-3(03 53%)

15 Where to go for a medical problem? YES-79(92 94%) NO-6(07 06%)

Appendix I

Distribution of Yes Response Totals for Evaluation Survey of the Target Group

Appendix I

Distribution of Yes Response Totals for Evaluation Survey of the Target Group

Number of Yes Responses Out of 15 Items	Number of Students in the Category (Percentage of the Target Group)	
15 (100%)	60 (70.59%)	98.82% of the Target Group
14 (93.53%)	12 (14.11%)	
13 (86.67%)	6 (07.06%)	
12 (80.00%)	6 (07.06%)	
11 (73.33%)	0 (0.00%)	
10 (66.67%)	1 (01.18%)	

A total of 84 students (98.82 %) of the target group responded yes to at least 12 (80%) of the items on the Evaluation Survey.

Attachments

THE INSIDER

CLASS OF '94

Guns in Schools: Violence and Control

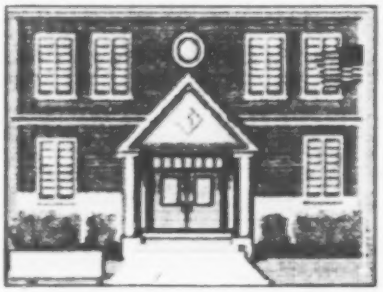
By [redacted]

Knight Ridder from the Miami Herald reported that a bill approved by the criminal justice committee will create a new state agency for juveniles and first-time felons under the age of 24. Juvenile programs now are in the department of health and rehabilitative services. This bill will automatically treat a juvenile as an adult if they are charged with crimes such as murder, rape, and other serious crimes. It will give judges the power to

order parents or guardians of a juvenile to attend parenting courses or get counseling.

This bill will increase the time a juvenile may be held before trial to 36 days instead of 21 days.

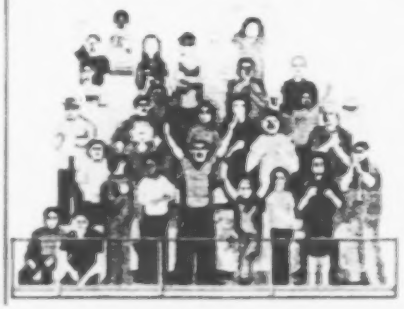
Knight Ridder also said that more than 1,000 new juvenile detention beds in different centers will be



added for the accommodation of juvenile delinquents.

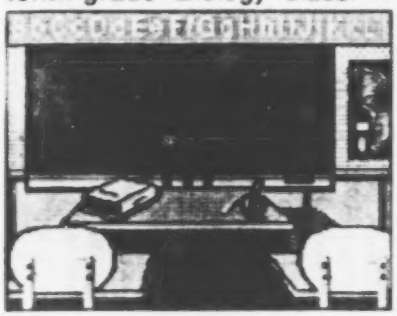
Toch (1993) said that until recently schools were largely immune to the violence that has spread through American society. Today more than three million crimes a year are committed in or near the 85,000 U.S. public schools, and school violence is a key issue in state and local elections. Mayor David Dinkins of New York announced plans to station city cops in all 1,069 of New York Public schools at a probable cost of 60 billion dollars.

Walsh (1993) said that at Tulane University, sociologists found that nearly a fifth of the Jefferson Parish sophomores and juniors questioned had admitted owning some type of handgun. Seventeen percent said they have carried one. Walsh (1993) added that it has been proven that race has little or nothing to do with gun carrying or ownership. Some studies also show and confirm that race doesn't predict crime to income, but living conditions do. At an alarming rate, kids are getting their hands on guns and pulling the triggers. The



major problem is the unnecessary and careless carrying of guns.

Bowden (1993) reports that Jason Smith, 15, took a handgun to upper Perkiomen High school in Montgomery County on May 24. Police say he fired it at a classmate, Michael Swann, killing him in his chair in a first period tenth-grade Biology class.



Gordon (1993) says that according to the Government National Center for Health Statistics, which analyzes youth firearms related death rates, from 1979 to 1988 gun homicides felled 1,022 teens aged 15 to 19 in 1984. The number increased to 1,641 in 1988. The facts were especially bleak for young black males aged 15-19, for whom firearm homicides climbed from 418 to 955 in the period between 1984-1988. Their homicide rate was 11 times the rate than for whites of the same age. Research by James Alan Fox of the Northwestern University shows that the number of black teenage gunmen who have killed has risen in from 181 in 1984 to 555 in 1989.

> *The continuing proliferation of guns, increases in numbers of abused and neglected children. Hefty juvenile poverty rates and a projected swing predicts that this will be the bloodiest decade of violence we have ever seen.*
>
> Source: Gordon (1991)

Toch (1993) says that a University of Michigan study reports that nine percent of eighth graders carry a gun, knife, or club to school at least once a month. In all, an estimated 270,000 guns go to school every day. Inner-city schools have started adding drive-by shooting drills to traditional fire drills. Others have started locker searches and stu-

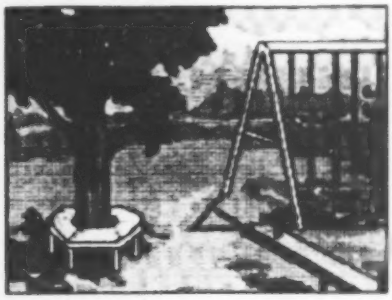
dent shakedowns, fenced in campuses, and installed metal detectors. The Los Angeles School Board put their armed, plainclothed security officers in uniforms and added night sticks to their weaponry.

Toch (1993) adds that these days attending school represents an act of courage for many students. Sixteen percent of

eighth graders, 14 percent of 10th graders, and 12 percent of 12th graders told University of Michigan Researchers that they fear for their safety. There were 5,761 violent crimes in the New York City Schools last year, up 16 percent from a year earlier. And, school violence is not confined to inner cities. School violence is on the rise in every school district.

According to Walsh (1993), Cpt. Donald Curdle, head of the New Orleans Police Department Juvenile Division, said that one never knows what teen-

agers are going to do. Kids used to settle disputes with fistfights. Now they go for the knives and guns right away. Some blame the media for saturating young peoples minds with



images of gratuitous violence, while others say the arrival of crack cocaine several years ago delivered enough real life crime to prompt children to arm themselves. People under 18 are charged with about 40 percent of all the serious crime in the U.S. Most of these arrests are automobile theft, burglary, larceny, or robbery. About 65 percent or the teenagers arrested for serious crimes are under

15. About 20 percent of the serious offenders are girls. More than 60 percent of the people arrested for vandalism in the United States are juveniles.

REFERENCE LIST

Bowden Mark. "Guns in Young Hands." Philadelphia Inquirer, June 27,1993, p. G-1+

Toch, Thomas. "Violence in schools." U.S. News and World Report, November 8, 1993 , p. 30.

Wash, Bill. "Kids and Guns." Times-Picayune (New Orleans, LA), July 25, 1993, p. A-1.

Witkin, Gordon. "Kids Who Kill." U.S. News and World Report, April 8,1993 , p. 28

Information Systems/Databases *(4)*

IMPACT and SIRS

TOM and NEWSBANK

The Insider

[redacted] High School

[redacted]

Written, prepared, and published by:

[redacted]

Information Systems/Databases used in the research of this newsletter:

IMPACT
NEWSBANK
SIRS
TOM

Help For Alcohol Abuse and Alcoholism

The Yellow Pages offers two types of services. The first is the Real Talk section which can be used by dialing 358-8000. The access codes for the alcohol section are as followed:

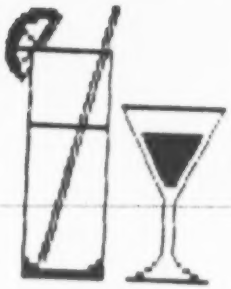
- *3011* Symptoms of alcoholism
- *3012* Causes of alcoholism
- *3013* When you drink alcohol
- *3014* Co-dependency
- *3015* Teenage drinking
- *3016* Effects of drinking
- *3017* Adult children of alcoholics
- *3018* Treatment of alcoholism
- *3019* How alcoholism affects the family
- *3020* Drinking during pregnancy

The second service offered by the Yellow Pages is the Real Consumer Tips. The number is 372-2777. The access code is *#117* for detoxification and rehabilitation centers.

Some other useful # are:

- Addiction Counseling Hot Line *1-800-762-5433*
- Al-Anon / Alateen Family Group *687-4049*
- Alcoholics Anonymous Central Service Office *887-6762*

Other help is availble from both private and public hospitals and clinics.



Alcohol and Its Effects

So you don't care if you get caught drinking, even though you're under age. You might not care if you kill someone while driving drunk. Do you care about living? Do you care what happens to you, your body, and your life? Do you want to die?

Drinking alcohol is serious. Many problems derive from drinking. Let's set aside the physical and medical problems for a moment. Kruh (1993) reports that, alcoholism is not a disease that confines its effects to the alcoholic. In the future it can destroy your marriage and your relationship with your children. It can kill your career.

Sometimes a few drinks help you unwind or get loose at a party or social event. The first effect from a drink or two are not too bad sometimes they may even be entertaining.

Claypool (1988) states that, the first sign that some one has been drinking is that the skin flushes causing that person to have a warm feeling. If you drink alcohol in moderation it will cause the body little permanent damage. If you drink in large doses and over a long period of time it may reduce both the quality and length of your life. Damage to major organs of the body such as the heart, brain, liver, and others, may also result.

One of the most common questions are, how fast will a person became intoxicated? We really can not guess how fast a person will become "drunk" or how they will behave?

The way alcohol will affect a person who is drinking depends on many factors, Claypool (1988). How a person is feeling while drinking, what a person is expecting to happen, what the person's mood is before they start drinking, and the area surrounding the person who is drinking are some of the factors that change the out come. Alcohol may deepen the person's mood. For example if the drinker is cheerful they may become happier and joyous, and a person is depressed that person most likely will become even more depressed.

Claypool (1988) adds that once alcohol is consumed, it gets into the bloodstream. The blood carries the alcohol to each and every part of the body, including the heart, the liver, and the brain. When alcohol reaches the brain it depresses the brains functions. Alcohol seems to stimulate the person who is drinking, because it puts to sleep the parts of the brain that control judgment and movement.

Another very popular question asked is "What does drunk mean?" Legally an intoxicated (or drunk) person is a person whose mental and physical functions are considerably impaired as a result of the use of alcohol.

The real problems come about, when the drinker does not consume the alcohol

in moderation but instead they drink in large quantities and all too often.

Most people who die from cirrhosis of the liver are massive drinkers. Heavy drinkers have there times more of a risk of suffering a hemorrhagic stoke.

Ryerson (1985), reports that an estimated 25% of heavy drinkers develop alcoholic hepatitis the liver becomes inflamed and the liver's cells die. Poor eating habits and/or malnutrition, are common in alcoholics and this may compound problems with the liver. Many alcoholics eat well and still develop liver problems.

The digestive system is affected if alcohol is use in more than moderate amounts. Alcoholic cancer is common of the liver, pancreas, large intestine, and to the rectum.

Ryerson (1985) adds that since alcohol is an addictive drug when the body is deprived the person suffers withdraw symptoms. The bodies reaction to the deprivation of alcohol, after adapting to large amounts, are "D.T's," or Delirium Tremors. These involve shaking often accompanied by hallucinations, confusion, convulsions, and occasionally death.

"Wet brain" slang for people who have drunk so much for so long that they lost mental capacity and can not care for themselves.

Newman (1986) report there are many chronic effects of long time alcohol abuse such as premature aging of the brain, looking older and problems remembering as well as their non-drinking peers. Long term habitual use of alcohol that is more than a "few" ounces of alcohol a week, will definitely have an adverse effect on the health of the user. Long term alcohol users can develop a very serious medical condition, which is a disease known as alcoholism.

Treatment is always required to recover from alcoholism. It is a progressive disease, which means the alcoholic will get worse as long as he or she continues to drink and keeps feeling the need to drink. An alcoholic can not quit drinking without help, due to the compulsive nature of the illness as well as the progressiveness. The alcoholic eventually ends up insane or dead! The life span of an alcoholic is shortened by at least ten or twelve years.

If you are not sure if you have become an alcoholic, there are ways of finding out. Educational material and self-testing checklist, are available from Alcoholics Anonymous, to help you identify if you have a problem.

If you discover that you do have a drinking problem there are solutions and ways of dealing with your alcoholism. Alcoholics Anonymous has proven itself to be the most effective treatment known. It has helped way over one million alcoholics to recover and achieve permanent sobriety [Claypool (1988)].

The purpsoe of A.A. is to have one alcoholic help another alcoholic get sober. There are no fees or dues, to be a member of this orgainzation. Because Alcholics Anonymous groups are entirely self-supporting, at the meetings members donate a small amount (usually a dollar). There is never a person who is refused to attend an A.A. meeting, the only thing is the "want" to stop drinking.

Alcoholics Anonymous is very successful. The first reason is that the person who has the desire to stop

drinking can become totally involved in the recovery program, filling up the time usually spent drinking. A second reason for its success is that most everyone that attends an A.A. meeting is a recovering or sober alcoholic. By sharing their own experiences and their hopes, they help the new members to stay sober. Peer counseling and self-help combine to form the Alcoholics Anonymous program. Twelve spiritually based steps are the foundation for A.A. Fundamentally, the steps are built on the idea for you to admit that as a recovering alcholic you are powerless under the control of the alcohol and you are leaving your life in God's hands. The counseling is not from paid professionals but from recoveirng alcoholics themselves, and this set aside Alcoholics Anonymous from other treatment progrms.

Alcoholics Anonymous is not the only treatment available. A plethora of treatments and support services for people who want to stop drinking are available. Police officers or concerned family members can take a drunk to a detoxification center where he/she will stay three days to sober up. After the drunk sobers up there are some social service agencies that will offer vocational training and occupational rehabilitation.

If you are a high school or college student, your school may offer peer counseling. You should check around compus.

Even though alcoholism is a disease, it is not incurable. Almost anyone who wants to recover, will.

An alcoholic has to quit cold turkey, and maintain total abstinence from drinking. This is the second most difficult decision for an alcoholic to make. The first being the decision that they have a problem and need help.

If you do decide that you or someone you know has a problem, let your fingers do the walking.

Look up alcoholism information in the yellow pages. Everything will be confidential. You can also look up the following entries in the white pages:

- ☒ Al-Anon
- ☒ Alcholics Anonymous
- ☒ Alateen
- ☒ Alcholism Information
- ☒ National Council on Alcholism

This from Claypool (1988).

If someone you care about is medically endargered, call a doctor, the police, or the local detoxification centers in the phone book under alcohol treatment.

There are many kinds of help out there. But no matter how much you care or how much you want to help the drinker, the alcholic will not recover or benefit from treatment until they "want" to get better.

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Impact
SIRS

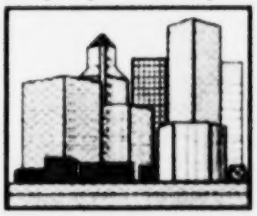
* Other information was gathered from recordings found on the "Real Talk" services available from the Real Yellow Pages.

TEEN SUICIDE: A GROWING CONCERN

by [redacted]

This year more than 5,000 American teenagers and young adults will take their own lives, and up to 50 times more young people will make unsuccessful attempts to do so. World Book (1991) states that suicide is the third leading cause of death among people ages 15 to 24.

Many authorities believe that as life grows more complex, suicide becomes more common. Primitive people rarely committed suicide, and city dwellers are far more likely to commit suicide than rural people. (World Book, 1991)



The most disturbing trend in this problem is the increase in teen suicides. The teenage suicide rate has more than tripled since the 1950's. World Book (1991) reports that although the rate of increase is beginning to level off, there are far too many teen suicides taking place for us to become complacent.

There are not many stereotypical suicide victims, at least not as far as social, ethnic, and economic classes are concerned. Adolescents who have all the "right" friends and are involved successfully in school and extracurricular activities still kill themselves.

Many young people who commit suicide are drug and alcohol abusers. Although the drugs may not have been the chief cause of death, the same inner anguish that leads the young person to take the drugs probably influenced them to make the decision to kill themselves. In this way, excessive drug or alcohol use may act as a suicide trigger.

Sexual orientation may also play a role in youth suicides. In a recent study researchers at the University of Minnesota and the University of Wisconsin found that 41 of 137 young homosexual or bisexual males interviewed said that they had attempted suicide. Health and Human Services (HHS) found that male and female homosexual teenagers were three times as likely to attempt suicide. According to the HHS study, homosexuals accounted for 30 percent of all completed teenage suicides.

The second and subsequent suicide in a cluster represent "a tragic plea for positive attention, an attempt to enjoy in death the same high status as the first suicide." (Hyde and Forsyth, 1986: ??)

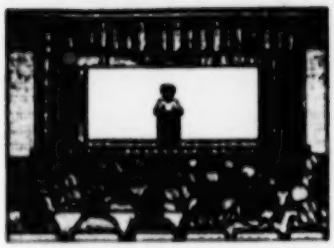
Some youngsters who are pulled into a suicide cluster "may harbor the magical or juvenile belief that they are all-powerful and can reverse death, can have death without dying." (Hyde and Forsyth, 1986: ??)

Ross (1992: ??), executive director

of the suicide national center in San Mateo, California said, " one of the things that hasn't been sufficiently explored is the grief reaction of young people... It has certainly been underestimated how much young people grieve for their friends, how much they identify [with them]." Guilt may also play a pivotal role. "Many times young people feel they should have done something..." to prevent a friend's suicide. They then become depressed themselves.

Suicide is illegal, but no real action can be taken unless the person fails in the suicide attempt. Then the authorities can take action and charge the person with *attempted suicide*.

Numerous communities across the country have taken steps to provide grief counseling to family survivors of a teenage suicide. Whether it is provided through a survivor's organization, mental health



center, churches, or crises intervention programs, the counseling is aimed at easing the emotional turmoil that a suicide inevitably generates. Above all, the objective is to make sure that the family members and friends do not take their own lives because of the anguish they feel.

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HOT LINE

1-800-687-HELP

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News for Young Adults

Breast Cancer: What Every Woman Fears

by [redacted]

According to Epstein (1992) breast cancer is the most common among women. The best way to fight the disease is by detecting it early. Mammography (x-ray examination of the breast) is the best tool for early detection. In addition, women over the age of twenty should practice breast self examination once a month. With her fingers flat, a woman should feel her breasts for lumps. She also should visually inspect the breasts for any changes and check the nipples for fluid discharge. Women who discover any of these signs, should promptly see a physician.

Breast cancer occurs in both sexes, but it attacks about one hundred women for every man. Three out of every four breast cancer cases occur in women over the age of forty. Sixty-five to 75 percent of such patients remain free of disease for ten years or longer after treatment. Breast cancer now strikes one of nine women, a dramatic decrease from the one in twenty measured in 1950. This year 180,000 new cases and 46,000 deaths are expected. Breast cancer is not the only cancer on the rise. While its incidence has decreased 57% since 1950, overall cancer has decreased 44% now striking one in three people and killing one in four. (World book, 1991)

Loddeke (1981) reports that the National Cancer has released new statistics estimating that one of every eight women in the United States will develop breast cancer during her lifetime. These are worse odds then the previous estimate of one in nine. The estimated risk is higher partly because of the different ways of calculating the figures, but it's not just a statistical change. Two Texas Medical Center cancer experts claim that the higher probability also reflects the fact that women are living longer. In order to detect breast cancer in time, women should self-exam and have a mammogram done every year after a certain age.

According to Lasalandra (1990) a mammogram is the best way to detect breast cancer. A mammogram is an X-ray that detects breast cancer in its earlier stage and detects small abnormalities in breast tissue that could develop into cancer. The earlier these are discovered the better chances are for survival or complete recovery for breast cancer patients. Women over the age of 35 should have mammograms, but studies show that only 45 percent of women are having mammograms. If early detection saves only one life, it will be worth it. But, these numbers are substantial. Mammo-

grams could save many lives. A mammogram should be done in conjunction with the breast exam by a health professional every three years for women age 20-40, and every year for women over 40. Breast self examinations should be done every month.

Egan (1987) further adds that a diagnosis of breast cancer can be established only by a biopsy and a microscopic examination, although less invasive techniques like mammographs may provide valuable information. There are several types of biopsy techniques that are used, but mainly needle aspiration is being recommended for women with breast cancer.

Egan (1987) continues to say that breast cancer grows at widely different rates. The fastest can double in size in about 30 days. The slowest doubles in about 200 days. the average time is four months. In the earliest stage the growth is confined to the membrane lining the lobules or the ducts. At this stage it cannot spread to distant parts of the body; however, the cells grow through the walls of the ducts or lobule into the fatty tissue that makes up the bulk of the breast. If the biopsy does not show breast cancer, a number of other tests (including x-ray, blood test, and body scan) will be able to tell if the cancer has spread.

Johnson (1990) advises that there are two common treatments for breast cancer which are chemotherapy and drug therapy. In drug therapy, more than 50 drugs can be used against a varieties of cancers. Drugs have proven especially effective in treating leukemia and breast cancer. Anti-cancer drugs are designed to destroy cancer cells with as little injury to normal cells as possible. Nevertheless, the drugs injure normal cells to a certain degree and so produce various undesirable side effects, ranging from nausea to high blood pressure. Chemists are working to develop anti-cancer drugs that are less harmful to normal cells. But, for now we will have to deal with what we have. Chemotherapy is the treatment used for cancer. It is used in both human and veterinarian medicine. Some chemotherapy drugs produce toxic effect on bacteria viruses, or other organisms that cause infectious diseases. Chemotherapy drugs produce the effects through an enormous variety of biochemical actions. These drugs show toxicity, that is, they are more toxic to infectious organisms or cancer cells than they are to healthy body tissue. Many chemotherapy drugs produce undesirable side effects and therefore are prescribed with great caution by physicians.

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College News for Young Adults

by [redacted]

There are many new reforms in education today. Ackerman (1992:16) reports that, "Reforming a curriculum is probably easier than reforming people's thinking." Pedagogues are trying to prepare school children to meet the challenges of the 21st century.

When 45 graduates of Jerusalem's Art College became the first the newly minted Bachelor of Education in Technology (B. Ed. Tech.) degree early in December, 1991, it marked more than the graduate's personal achievement. It heralded a change in the attitude of society toward technological education. It helps to erase the dichotomy that exists between technological and academic education. The technological field is equally important, especially given the increasingly complex nature of the world. "We should be providing every pupil with an educational package that contains technology and academe together, that he or she or she can draw on later in life." (Ackerman, 1992:37)

Admission to Miami Dade Community College

Miami Dade's North Campus admits high school graduates and international students. Persons 18 years of age or older, who have not graduated from high school prior to 1983, or who have a general equivalent diploma (GED), may enroll in an occupational program at Miami Dade. International students are required to have the equivalent of a U.S. high school education diploma.

Source: Miami Dade Community College (1994)

Miami Dade Community College

Academic and Occupational Programs

- **Over 50 Associate in Science degree programs preparing students for immediate entry into business and industry plus some transfer options to state universities.**
- **Over 60 Associate in Arts degree programs preparing students for an upper division college or university.**
- **Associate in General Studies for students who may not choose to follow a prescribed program with a wide variety of subjects.**
- **Additional planned certificate programs of one year or less, specializing in a wide variety of occupational fields.**
- **Fully accredited by the Southern Association of Colleges and Schools, as well as other professional agencies.**
- **School of advanced studies for juniors and seniors in special dual enrollment programs.**

Source: Miami Dade Community College (1994)

Ackerman (1992) continues to say that the reform in education aims to do more than just upgrade the education for pupils on technological and vocational tracks to meet the needs of the 21st century. New curriculum units are also being developed to expose pupils of all ages, even those in academic tracks, to the technology that they will need to be familiar with no matter what profession they eventually choose.

The battle of curriculum reform began with the teachers. When the plans were first announced several years ago, the system was plagued with strikes and other teacher sanctions. "The teachers knew that as we upgraded the workshops, laboratories, and equipment; they'd have to learn new methods. So, they took advantage of the situation to improve their conditions." (Ackerman, 1992:43)

Miami Dade Community College

Special North Campus Programs & Services

- Access to most area college and university library/audio-visual facilities through the Southeast Florida Consortium.
- Laboratories and Tutorial Services in math, reading, writing, listening, and speaking.
- Counseling, advising, and career planning services and career placement resources.
- Home of the School of Justice and Safety Administration, the MDCC-North Private Sector Security Training Institute.
- Assessment Center for national testing and administering of CLEP, SAT, ACT, and other special examinations.
- Satellite Learning Center for grades 1 - 3.

Source: Miami Dade Community College (1994)

What's the Best for You?

According to Miami Dade Community College (1994), choosing the best option to fit your needs is the first step toward a rewarding future . Take the time to closely evaluate each potential option.

1. *What type of education do you want and need?*
   Ask about he specific programs in your preferred field and make sure that the curriculum and equipment are up to date.
2. *How much time and effort are you willing to invest in your future?*
   Make sure that the school offers a recognized degree or diploma in your area of interest.
3. *Will your education provide you with working knowledge and skills?*
   Many employers look for employees who can immediately fit into the work environment. Make sure that the school provides hands-on, problem solving experience.

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Information Systems/Databases (2)
NEWSBANK and SIRS

TEENAGE SUICIDE

By [redacted]

WHAT IS SUICIDE?

-It's the deliberate ending of one's life

RISK FACTORS FOR SUICIDE:

-Most people who attempt suicide have one or more of the following characteristics:

"*Family history of suicide.
*Previous suicide attempts.
*Having a suicide plan.
*Being single.
*Being gay or lesbian.
*Being elderly or in poor health.
*Alcoholism or drug use.
*Emotional illness.
*Sudden loss of social or economic status."

(Information finder, 1990)

-All kinds of people. Young and old, rich and poor, male and female of all races and creeds but specially teenagers are at high risk for suicide.

Suicide by young people between the ages of 15 and 24 have increased in recent years.

Being a teenager is hard work. **Franzese (1991)** state that pressure from parents, friends and school can drawn you in discouragement.

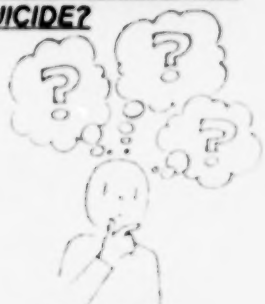
RISK FACTORS IN TEEN SUICIDE ARE:

"*Break up of the family through divorce or separation.
*Physical, sexual or emotional abuse by family members or physical neglet.
*Failure in school or in sports.
*Rejection by family or friends.
*Lack of support from family members or friends."

(Herbert, 1993)

Struggling with serious depression over a long period of time is trully discouraging. If the person has lost all hope or seem to be regaining energy after a period of sadness, that person is vulnerable to thougths about suicide.

HOW TO HELP IF A PERSON SEEMS TO BE THINKING ABOUT SUICIDE?



Give active support to that person by showing that you take his or her feelings seriously and wish to help. Listen to him or her and ask concerned questions. Explain that with help and support, he or she can recover. Stay close until professional help is available.

It is also a very good idea to encourage positive action.

"Professional help and positive acction may help relieve unhappy or troublesome situations." **(Woodin, 1984).**

You can help by encouraging the person to Improve the home environment. If home life is a problem, suggest a strategy for improving it, for example, couple or family therapy.

Keep busy and active because depressed people often become apathetic, inactive and as a result grow more depressed and withdrawn. A balanced schedule of work and recreation can help.

Get away for a while. Even a temporary chance or scene can make a big difference. It's a chance to gain a new prospective on the situation.

Get some exercise. Vigorous physical exercise helps a person relax, sleep better, look better and have a more positive outlook on life. It's recomended to see a physician before starting an exercise program.

You can also help the suicidal person by "suggesting that he or she try to change the situation by choosing the course of action that seems most likely to resolve the stressful situation; learn to relax with hobbies, sports and relaxation techniques such as deep breathing, can help the suicidal person learn to live with normal stresses and talk things over by discussing the problem with those involved instead of holding feelings back." **Herbert (1993).**

IS THERE PROFESSIONAL HELP AVAILABLE?

YES!!!!!, and from all kinds of sources like -CRISIS OR SUICIDE PREVENTION CENTERS, which can provide emergency advise, help and referral.

PYSICIANS, who can help personally or refer people to someone else who can.

CLERGY, who are often willing to devote time and become involved.

STATE and LOCAL MENTAL HEALTH ASSOCIATIONS, which are also exellent sources of help and advice.

MENTAL HEALTH CENTERS, run by hospitals, community organizations or independent agencies.

MENTAL HEALH PROFESSIONALS, such as psychiatrists, psychologists, psychiatric social workers, mental healh counselors or psychotherapists, who can help with emotional problems.

SCHOOL COUNSELORS, who are often specially sensitive to young people's problems.

E.A.P. (employee assistance programs), which may be available through employers, to help with a variety of personal problems.

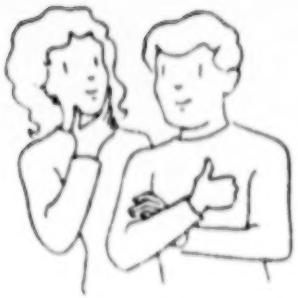
Also the mental-health profession has created scores of suicide-prevention programs, magazine articles, television movies, mass-market paperback books, hot lines and high-school awareness weeks.

SO.... SUICIDE CAN BE PREVENTED and you can help.

-Know the facts about suicide, and recognize its warning signs. Be a friend to

those in trouble, and help them find professional help. Volunteer to work on a suicide hotline, at a center, or for a similar emergency service that helps those in need.

Your concern can help save lives.



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Compton's Electronic Encyclopedia, Information Finders and NEWSBANK

News for Young Adults

[redacted] High School

[redacted], [redacted]

Written, prepared and published by:

* [redacted] * [redacted] *

* [redacted] * [redacted] *

Information Systems/Databases used in the research of this newsletter:

*** Compton's * Grolier's * IMPACT ***

*** InformationFinder * NEWSBANK ***

*** SIRS * TOM ***

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Sexuality by [redacted]

Sexuality

Human sexuality is an internal part of life from birth to death according to Comptons Multimedia (1994). Human beings are born sexual. When puberty takes place, many of us experience a stronger sexual feeling than ever before in our lives. For some, this means the urge to masturbate more often or to spend more time having kinky fantasies. For others, it means having a very strong or romantic relationship. These passionate feelings can be very intense and in the heat of the moment lead to your voyage of sexual discovery.

According to Gioler's Electronic Publishing, INC. (1992), in the 90's many teenagers are pressured or controlled in their sexual behaviors. Many teens are influenced by their cultural beliefs and old traditions. No matter how hard parents try to obtain their customs and avoid talking about sex, teenagers are becoming sexually active.

Making decisions about sex

According to Stoppard MD (1991), once you begin dating it's up you to make serious decisions about how you want to handle your sexuality. It is up to you to know how far you want to go. For example, some people feel that anything more than making out or perhaps feeling, is not alright. That sexual intercourse should only be performed after marriage. Others are not so certain. They might, for instance feel that sexual intercourse is alright if they felt old enough and are in love. Then what is "old enough," and how do you know if love is truly there. The point is that only you can know the answer. The decision is yours to make, not society.

Birth Control

If you decide to have sexual intercourse, you need to know about some forms of birth control if you don't want to get pregnant. Here is a list of the most common and effective methods of contraception according to Willis, Fred, "Health Journal," Consumer Reports, Jan 1994, pg 9.

Methods to Prevent Pregnancy

METHOD	EFFICACY	RISKS
Vasectomy	Over 99%	Complications Uncommon and usually minor They include hematoma (a localized collection of blood), infection, and granuloma (an inflamed nodule) No long term complications
Tubal ligation	Over 99%	Complications uncommon, but they can include infections to colon, bladder, and uterous
Hormone implants (Norplant)	Over 99%	Usually alters menstruation sometimes causes headaches, nausea, acne, and growth of body hair
Hormone injections (Depo-Provera)	Over 99%	Usually alters menstruation sometimes causes weight gain, headaches, fatigue, and nervousness
Hormone pills (oral contraceptives)	Over 99% when used correctly, 97% overall	Sometimes alters menstruation Sometimes causes nausea, increases risk of rare liver tumors
Male condom	88% Overall	May cause allergic reaction or irritation in rare cases

Ten Bad Reasons to Have Sex

1. To feel needed.
2. To keep your boyfriend/girlfriend.
3. To prove that you love him/her.
4. To become popular.
5. To feel loved.
6. To feel important.
7. To be somebody.
8. To make your parents mad.
9. To keep your relationship interesting.
10. To prove that you can be cool.

Source: Blanchard (1994)

Ten Reasons Why You Should Wait to Have Sex

1. Avoid getting pregnant.
2. To keep your virginity.
3. To stick to your moral beliefs.
4. To obey your parents.
5. To make it special.
6. To keep the relationship appealing.
7. To gain respect.
8. To have something to look forward to.
9. To avoid STD's.
10. To avoid ruining your reputation.

Source: Blanchard (1994)

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TEEN NEWS

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THE T-BRED FACTS

The Problem: CHILD ABUSE

by [redacted]

According to Reed (1989), child abuse is one of the biggest problems in the U.S. today. It has been around for thousands of years. This is a problem that can only be solved with everyone's effort.

Reed (1989) continues to explain that child abuse consists of different types of harmful acts. In most cases of physical abuse, children are kicked, slapped, shoved, hit, or have objects thrown at them. This abuse leads to injuries like wounds, bruises and broken bones. Sometimes this developmental impairment leads to death. Neglected children may not be fed properly, or they may be kept in dirty clothes. Emotional Abuse involve humiliation, berating, or other acts carried over time that frightens the child. Sexual abuse consists of a wide range of sexual behavior including fondling, masturbation, and intercourse.

Smith (1990) reports that not all cases of abuse are reported to the authorities. No one knows how many kids today are being abused. Most cases go unreported and remain secret within the family.

Smith (1990) goes on to say that it has long been believed that girls are more often sexually abused than boys. Experts say that at least one in five females is sexually abused before age 18, and one in seven males is sexually abused before age 18.

O'Connor (1990) clarifies that many police departments have set up

(Continued on Page 8)

special units to deal with sexual abuse cases. It has been common practice to have only women officers treat the victims of rape or child abuse.

O'Connor (1990) adds that when the report of incident of child abuse is received, it goes from the police to protective service worker of the same sex as the victim. The worker starts communicating with the child and gathers the facts of the case. After that, the worker then puts the facts into a written report for the authorities.

Dickinson (1992) explains that it is well known that many runaways are girls fleeing from sexual abuse. Also, many of the runaways then turn to prostitution for a living. Many victims also seek escape in drugs and alcohol.

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Information Systems/Databases (3)

IMPACT
NEWSBANK
SIRS

THE T-BRED FACTS

[redacted] **HIGH SCHOOL**
[redacted], [redacted]

Written, prepared, and published by:

[redacted]

in Mr. [redacted]'s 4th Period English IV Class

Information Systems/Databases used in the research of this newsletter:

ABC News Interactive, Grolier's InformationFinder, NEWSBANK, SIRS, and TOM.

Career Choices

by: [redacted]

Do you know what career you're majoring in? This will explain the difference between wages and hours. If you haven't decided, maybe this will help. Here are some graphs of different careers and how much they make a year. This also includes the type of education needed.

WAGES

According to World Book (1991) wages are the price paid for work. They are usually figured by the hour or the week.

Wages are the main source of income for most people in the United States. Wages may be classified as money wages and real wages. Money wages are the actual amount of money a worker receives from an employer. Real wages represent the amount of goods and services workers can buy with their money wages. (World Book, 1991)

Real wages comparisons are especially important over long periods. During such periods, money wages may increase sharply even though real wages may increase little or even decline. For example, from 1978 to 1989, money wages increased by 72 percent while real wages actually declined by 8 percent. Thus, workers could buy slightly more goods and services with their average weekly wages in 1978 than they could in 1980. (World Book, 1991)

The growth of real wages over time is much more important than the growth of money wages because real wages levels determine the purchasing power of workers. A main contributing factor in the growth of real wages over time is growth in productivity. From 1909 to 1950, output per worker-hour in the United States rose an average of 2 percent annually. From 1950 to 1969, it increased at an average annual rate of 2.8 percent. However, from 1969 to 1989, the growth in average worker productivity per hour slowed to an average rate of 1.2 percent yearly. In 1980 to 1982 worker productivity actually declined, contributing to the decline in real wages from 1978 to 1989. (World Book, 1991)

HOURS

Before the Industrial Revolution, most people worked on farms where the workday ran from sunrise to sunset. Factory operators tried to enforce the same hours during the Industrial Revolution of the 1700's and early 1800's, despite the difference in working conditions and the type of work. Gradually, the 10-hour day and the 6-day week become the normal period in U.S. and European factories. (World Book, 1991)

Labor began its demand for an 8-hour day in the mid 1800's. But the 8-hour day did not become common in the United States until after World War I. During the 1930's, the 5-day, 40-hour workweek came into general practice in the United States. This practice had changed little through the

(Continued on Page 4)

years. By the early 1930's, the average workweek was 35 hours. Flexible work scheduling, called flextime or flexitime, began in West Germany in 1967 and spread to the United States during the 1970's. Flextime workers may choose their own daily work hours, within certain limits, as long as they work the required number of hours per week. (World Book, 1991)

JOB TIPS

Here are some tips on some of the highest paying jobs mentioned previously. The information for each of the jobs is from Mannix et al. (1990) and Mannix, Bowermaster, and Burke (1991).

SALES

Pros and Cons

When business is good, compensation is very good. Sales reps make from 32 to 40 percent commission on each sale. As in many sales positions, however, the pressure is intense because pay is based on sales.

Training

Certification with financial planning is preferable, though many jobs are available with a finance or economics undergraduate degree. Once on the job, the typical trainee at large brokerage houses, for example, will begin with telephone sales.

Best Places

Any big city, particularly one with a large wealthy population such as Los Angeles, New York, and Chicago is the best.

EDUCATION

Pros and Cons

The job is intellectually challenging, though often an assignment to design a test comes shortly before it's to be administered, so deadlines are tight. Those working for private companies travel often.

Training

A bachelor's degree and teaching experience, with knowledge of a particular subject is required. Or a graduate degree in tests and measurements is much better. Being able to speak another language is helpful.

Best Places

Private testing companies are in San Antonio, Texas; Princeton, NJ.; Monterey, Calfifornia; and Chicago, Illinois.

INSURANCE

Pros and Cons

The youth of the field and the complexity of still evolving environmental regulation make this one of the most stimulating areas of employment. But settlements are reached at a glacial pace.

Training

Experienced claims examiners fill most current positions, but a background in environmental law and/or a familiarity with environmental sciences is highly attractive.

(Continued on Page 9)

TEENAGE SEXUALITY

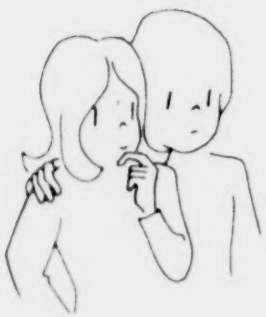
by [redacted]

SEX

Sex is what makes males and females different from each other. It also attracts them to eachother and involves deep feelings and desires. Through sex, a man and women may become interested in each other. Sex involves much more than reproduction. It has natural and important biological, psychological, and sociological effects on the lives of human beings.

According to the World book information Finder (1991), bacause sex usually involves much deeper feelings and desires than other areas of life, it is not discussed so openly as are other areas. As a result, many people are confused and botherde by their sexual feelings. Some view sex as something to laugh about. But throuout history philosophers and religious leaders have thought seriosly about sex and its importance.

Sex is such a powerful force, it is used in many ways to attract attention. Both males and females use various style of clothing and gromming to make themselves attractive to one another.

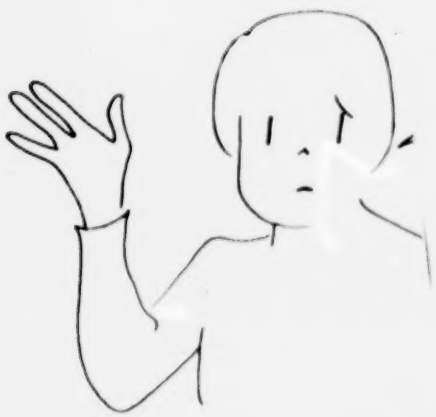


WHEN PARENTS LET TEENAGERS HAVE SEX AT HOME

The very idea of allowing teenagers to have sex at home in thier own beds with permission from their parents is shocking to a lot of people. But parents are doing exactly that, and many more are thinking about it.

Scotten (1990), stated parents simply feel better knowing that thier kids are doing it in a safe, controlled place where birth contrl is availiable.

" He was about 15 years old when he started to bring girls to stay overnight, "says Franklin, a 46-year-old Riverdale photographer who--after much wrestling with angels-- gave his son permission to do so.



Franklin a single parent of three children says that in the end , he felt he had to be true to his own personel ethics.

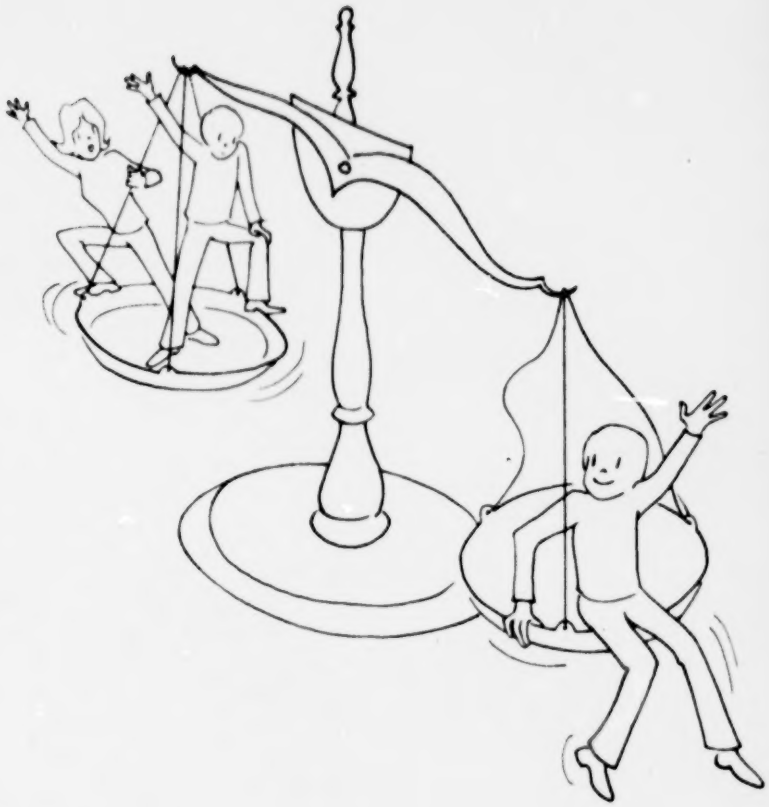
TEENAGERS AND SEX CRIMES

According to Toufexis(1989), the horrible story broke out in the halls of Glen Ridge (N.J) Highscool for monhts. A sandal broke into the open when police arrested teenagers and charged them with sexually attacking a mentally impaired 17-year-old girl.

As well as this one there are many more. In Los Angeles, a twelve-year-old girl was kidnapped and gang raped by dozens of teenage members of the Rolling 40's Crips gang. In Culombia, S.C., Two boys ages 14 and 13 raped an eleven-year-old girl in school. In Houston three boys ages 14, 15, and 16 abducted a 26-year-old women.

MEDIAS ROLE IN SEXUALITY

Halfner and Kelly (1988), stated in the Teenage Sexuality Opposing Viewpoints that the media plays a pervasive role in most Americans lives. The average american family has a television set turned on over seven hours a day. Teenagers watch approximately 24 hours of television and listen to the radio an average of 18.5 hours a week. If one adds movies, teens ars spending more time being entertained by the media than any other activity, with the possible exception of sleeping!



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Scotton, Lindsay. "When Parents Let Teenagers Have Sex At Home. "Toronto Star, June 8, 1991.

Toufexis, Anastasia. "Teenagers and Sex Crimes." Time, June 1989, p.60

Haffner, Deborah W., and Marcy Kelly, Eds. Teenage Sexuality. San Diego: Green Having Press, 1988.

Important Phone Numbers

Abuse Registry
1-800-962-2863

Missing Children Information Clearing House
1-800-342-0821

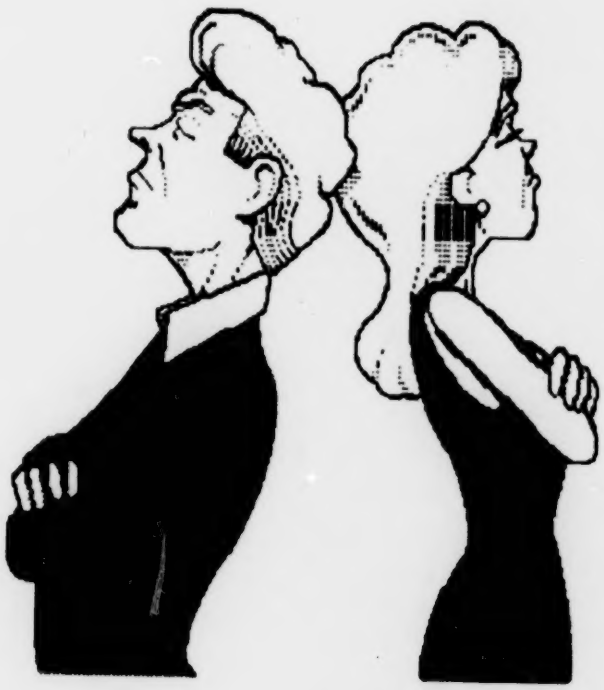
Adam Walsh Child Resource Center
1-407-848-1900

Medicare Information
1-800-333-7586

Social Security Administration
1-800-772-1213

Food Stamp Hotline
1-800-342-9274

Source: BellSouth Advertising & Publishing Corporation (1993)



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ENVIRONMENTAL MANAGEMENT

Pros and Cons

Science buffs get to dabble in different fields, from biology to toxicology to environmental engineering. Women in the field report occasional difficulties in being taken seriously in the male dominated manufacturing plants but say the situation is improving.

Training

A bachelor degree in engineering or science is required. Nearly 70 percent of industrial hygienists have advanced degrees. For those with five years' experience, passing the American Board of Industrial Hygienists' certification exam boosts employment prospects and earnings potential.

COMPUTERS

Pros and Cons

Given the computer's ubiquity, analysts can find work in a variety of settings, from hospitals to brokerage houses. But the job can be stressful, since the computer malfunctions can so disrupt a company's operations.

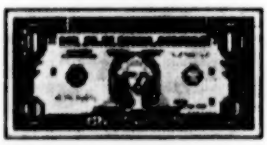
Training

A bachelor's degree in computer science or math is needed. Analysts hoping to become managers often pursue an M.B.A. Job security is contingent on keeping pace with technological change, so continued education is a must.

Best Places

Salaries are highest in the Northeast and Midwest, which are centers of manufacturing and of the finance and insurance industries where these fields have greatest need.

FINANCE



Pros and Cons

Loan workout can be satisfying to someone who enjoys close relationships with clients. It also involves creative problem solving. But getting the most possible returned when a borrower defaults requires fast action and long hours on short notice. Having to foreclose frequently can be agonizing.

Training

A bachelor's degree in business is essential, though few enter the field straight from college. An M.B.A. helps and on-the-job training is crucial, particularly in the areas of commercial or real-estate lending.

ENGINEERING

Pros and Cons

Constant technological challenges make the job invigorating. Salary ceilings are low relative to many other professions, however. The failure of the government to adopt consistent long-term policies in support of NASA and such programs as Star Wars can be frustrating for those in aerospace and defense.

Training

A bachelor's degree in an applied science or electrical, electronic or

(Continued on Page 10)

computer engineering is needed. Advanced technologies such as fiber optics and aerospace systems often require graduate study.

PARAPROFESSIONAL

Pros and Cons

Many people in the health professions choose the P.A. as a second career because they want increased autonomy. Since state laws differ on what a P.A. is allowed to do, a move to another state can mean reduced responsibility. Some people perceive P.A.'s as second best to a doctor and are reluctant to use their services.

Training

A bachelor's degree in the science and completion of a two-year accredited Physician Assistant program. With the necessary science requirements, a nonscience degree may be acceptable. Some schools allow undergraduates to get certified while completing a bachelor's degree.

Best Places

Rural areas and wherever there is a shortage of primary care physicians are the best locations for this field.

LAW

Pros and Cons

Compensation can be lower than in other legal fields, but many derive satisfaction from helping to make positive changes in the workplace. Keeping abreast of changes in employee benefits regulations has been difficult since the 1986 Tax Reform Act and subsequent revision and addenda.

Training

A J.D. or LL.B. degree, with an emphasis on tax, trust and labor law courses on Taft-Hartley and the Employee Retirement Income Security Act are helpful.

SCIENCE RESEARCH

Pros and Cons

Long hours in the lab waiting for results require great patience. Pay is low considering the amount of education required, but these scientists enjoy the *build-a-better-mousetrap* type of challenge.

Training

A B.S. or master's degree is adequate, but a Ph.D. will ensure a plum research assignment and a managerial position.

Best Places

Northern New Jersey, where many big drug companies are located, and Wilmington, Delaware, home of the Du Pont Company are prime locations

HEALTH CARE

Pros and Cons

Even in a slow economy, managed care managers are unlikely to find theirjobs in jeopardy since their assignment is

(Continued on Page 11)

to cutcosts. Arranging health-care plans with physicians can be difficult because most would rather practice medicine than negotiate business.

Training

Ideal candidate has health or science undergraduate degree and an M.B.A. Employers will look for an understanding of medical delivery systems and medical technology with a financial background.

MEDICINE

Pros and Cons

Working in the public health arena, though not as lucrative as other specialties, can be gratifying. But, it can be very draining over time to specialize in treating an incurable disease.

Training

An M.D. degree with a residency in internal medicine and a fellowship in either immunology or Infectious diseases.

I hope this has helped you make a decision on the career of your dreams.

TOP 20 JOBS

The Top 20 Highest Paying Jobs in Florida

Job	Annual Salary
Financial Analyst	$27,900
Software Engineer	$28,000
Safety Assurance Director	$26,400
Industrial Engineer	$26,900
Tax Accountant	$29,400
Quality Control Expert	$30,500
Corporate Attorney	$37,500
Sales	$25,000-$40,000
Education	$27,000-$40,000
Insurance	$28,000
Environmental Management	$28,000
Accounting	$28,000-$34,000
Computers	$30,000
Finance	$31,000-$40,000
Engineering	$32,000
Paraprofessional	$35,000
Law	$40,000-$83,000
Science Research	$49,000
Health Care	$55,000
Medicine	$70,000

Source: Mannix, Bowermaster, and Burke (1991)

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Mannix, Margaret, et al. "Best Jobs for the Future: 1991 Career Guide." U.S. News and World Report, September 17, 1990, p. 81+.

Mannix, Margaret, David Bowermaster, and Sarah Burke. "1992 Career Guide: Best jobs for the Future." U.S. News and World Report, November 11, 1991, p. 88+.

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Information Systems/Databases (2)

InformationFinder and TOM.

People don't plan to fail.
They just fail to plan.
Plan Your Future Career Now!

THE T-BRED INSIDER

Veterinarian: An Exciting Career

by [redacted]

HISTORY

According to Compton's Multi Media Encyclopedia (1994) **veterinary medicine** may have been establishment as a specialty as early as 2000 BC where records contain a description of treatments for cattle, dogs, birds, and fish. Because these ancient cultures considered the animals sacred, the practice of veterinary science was often limited to external observations only. It was not until the time of the Greeks, 1,000 years later, that the practice of veterinarymedicine became a science based on experimentation and observation.

After the fall of the Roman Empire, veterinary science went into a sharp decline. For the next 1,300 years, the care of animals was generally left to farriers, or horseshoers. In the 18th century, when a disease called rinderpest decimated herds of European cattle, colleges of veterinary medicine began to arise in Europe and, later, elsewhere.

NATURE OF THE WORK

Hopke (1990) reports that people generally think of the veterinarian as the doctor who cares for sick pets, and most veterinarians do indeed work with animals such as cats and dogs. Other veterinarians, however, work with horses or food-producing animals such as cattle, poultry, sheep, and swine. Still others conduct research on the causes and cures of human and animal diseases.

Small-animal veterinarians maintain office hours, as do all health officers. They are also subject to emergency house calls and night calls. Often, they may work 48 to 60 hours during a week, especially when infectious disease is sweeping the community. Some veterinarians work entirely with large animals. Some of the large cattle ranches or horse farms have a veterinarian on their staff. The veterinarian who prefers to work with the large animals

may find conditions in such employment almost ideal. World Book Inc. (1991) indicates that many veterinarians also are associated with the public health services of cities, states, or the federal government. In this service, their special skills and knowledge are helpful in controlling diseases carried by animals. Veterinarians may inspect meat products, or direct some of the operations in slaughtering and packing houses. They may work in laboratories testing milk or other dairy products, or preparing serums and vaccines.

EMPLOYMENT OUTLOOK

Hopke (1990) further explains that about 75 percent of the more than 40,000 veterinarians in the early 1990s were in private practice. The federal government employed about 2,300 veterinarians mostly in the international health agencies, colleges of veterinary medicine, medical schools, research laboratories,livestock farms, animal food companies, and pharmaceutical companies.

EDUCATION TRACK

High School

↓

College
(Undergraduate studies)
(Pre-veterinary studies)

↓

Veterinary College
(4 years)

↓

Obtain License

↓

Veterinarian

↓

Continuing Education

Source: Duncan (1988)

There will continue to be a strong demand for veterinarians through the rest of 1990s. Many of the number being graduated from accredited schools replace those who are removed from the profession by death or retirement.

Small-animal clinics will have need for additional personnel as the pet population increases along with the trend toward suburban living. Despite the availability of additional jobs, competition among veterinarians is likely to be stiff. Veterinarians with specialty training will have the brightest prospects, especially in toxicology, laboratory animal medicine, and pathology. They will also be needed in greater number as faculty members at colleges of veterinary med-icine. Specialty training requires at least two years of formal education bey-ond the basic degree.

EARNINGS

Depending on their academic record, newly graduated veterinarians employed by the federal government started at salaries of about $22,500 to $27,200 a year in the early 1990s. The average yearly salary of all veterinarians working for the federal government was about $41,300.

The earnings of veterinarians in private practice vary according to a number of factors. The location, type of practice, and years of experience are

among the most important factors. New graduates employed in the established private practices of other veterinarians generally were paid between $20,000 and $22,000 a year, with a significant rise in earnings after two to four years. The average annual income of all veterinarians in private practice in the early 1990s was about $43,000.

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Compton's MultiMedia Encyclopedia (Computer Database) 1994.

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Information System/Databases (4)
INFORMATIONFINDER, IMPACT, Compton's MultiMedia, and NEWSBANK.

The T-Bred Insider
[redacted] **High School**
[redacted]

Written, prepared, and published by:
[redacted]

Information Systems/Databases:
COMPTON'S
IMPACT
InformationFinder
NEWSBANK
SIRS

Important Phone Numbers

Abuse Registry
1-800-962-2863

Missing Children Information Clearing House
1-800-342-0821

Adam Walsh Child Resource Center
1-407-848-1900

Medicare Information
1-800-333-7586

Social Security Administration
1-800-772-1213

Food Stamp Hotline
1-800-342-9274

Source: BellSouth Advertising & Publishing Corporation (1993)

SPORTS MEDICINE

WHAT SPORTS MEDICINE REALLY IS.

Sports Medicine is that branch of medical science that deals with the treatment and prevention of injuries incurred while participating in sports. The field also concerns special research to determine the causes of sports injuries. In recent years physicians who specialize in treating one specific part of the body such as the knee, foot, or elbow have exchange a lot of information on their specialty. With the growth of professional sports, team physicians and specialists in sports medicine have received publicity for their treatment of injuries to athlete's in any sport. The athlete's entire body is subject to injuries especially if the athlete's body is not in shape.

CURES FOR INJURIES

With athlete categorized as either loose or tight jointed, it is much easier to understand the nature of many common sports injuries. Where doctors once recommended rest and inactivity as a cure for an injury, today many athletes continue to train and compete while under-going corrective rehabilitation.

TYPES OF SPORTS INJURIES

TENNIS ELBOW
Tennis Elbow is an inflammation of the structures in and around the bony knob on the outer side of the elbow. In this form, it is caused by repetitive micro trauma to this area resulting from poor technique but may also be associated with relative weakness of the extensor of the wrist and fingers.

SHOULDER INJURIES
Shoulder problems are common in the so-called throwing sports of tennis, baseball, football, basketball, and swimming. Chronic shoulder ailments are developing at increasingly earlier ages in young athletes.

BACK INJURIES
Lumbosacral spine, or lower back problems are common in sports with a great deal of bending, such as ice hockey, and even more prevalent in heavily muscled, tight-joined, weight lifters. The key to prevention of injuries are flexibility in the spine and poster thigh muscles. This balance of strength and flexibility acts to functionally unload the spine. Cervical spine, or neck injuries are seen most frequently in such high velocity contact sports as football and ice hockey. Prevention is largely a function of good equipment.

LEG AND ANKLE INJURIES
Shin splints, stress fractures, and varieties of tendinitis often result from ill-advised or overexuberant running programs imposed on musculoskeletal systems that were not prepared for such activity. Because of the increased attention being paid to the foot in the wake of a running program, great advantages are being made in

the diagnosis and treatment of these injuries. This development has been of particular benefit to dancers, who are among the most demanding of athlete's on their feet and ankles.

KNEE INJURIES

The most widely publicized lower body injuries are those involving the knee. Football, in particular, has done much to further knowledge of the complexities of the human knee's functioning in health and disease. Severe knee instability is potentially dangerous; the joint must be properly braced, and a program of strengthening exercises to overcome characteristic weakness must be undertaken prior to competition in order to minimize the possibility of a debilitating injury. Participants in jumping sports such as basketball and volleyball, are vulnerable to knee problems without violent contact. These problems usually appear in the knee cap and thigh bone and are manifested predominantly as inferior pole patella tendinitis, or jumper's knee. Treatment may involve a program of exercises to strengthen supporting muscles, or if the knee is actively injures, immobilization of surgery may be required. Among the most useful surgical tools for knee and other joint injuries is the arthroscope. With the arthroscope, the physician can diagnose a joint injury and perform an operation through a tiny incision rather than conducting major surgery. This allows for less damage to soft tissue and muscle, thereby, speeding postoperative recovery.

BODY TYPE OF ATHLETES

To fully understand the nature of a particular sports injury, one must be able to study the athlete as well as the musculoskeletal system of muscle segments, each of which is intimately related to the function of other bones and muscles. Pathological states of the musculoskeletal system are reflected in weakness in key muscle segments that may be distant from the site of pathology, or trauma. The musculoskeletal system of an athlete is analyzed in terms of two main variables: strength and flexibility. Each of these factors plays a major role in the causes and, therefore, the prevention of the sports injuries. Sprains, as well as partial dislocation of the kneecap and shoulders, and elbow hyperextension, of these athletes require strengthening programs to compensate for and protect their joint laxity. In contrast, the tight jointed athlete is faced with the opposite problem. There is a greater tendency for muscles pulls and strains even though thigh hamstrings are often a factor in lower back problems, and tight Achilles tendons, may be a prelude to Tendinitis, as well as knee and foot problems. The very tight athlete is not able to achieve the range of motion of more flexible athletes. To decrease the incidence of injuries, the tight-joined individual must stay on a daily stretching program. Adherence to the program must be a very strict, but unlike strengthening, the gains achieved by stretching are not maintained well over a period of time.

REFERNCE LIST

Information System/Databases

The Martial Arts

by [redacted]

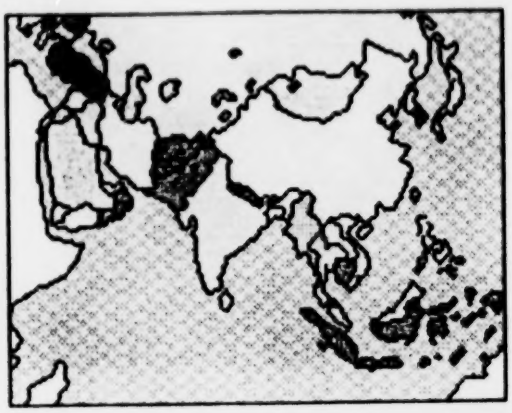
The martial arts was started in china,but some say it began In india.but noone really knows.I chose this topic because it is of my greatest interest.since I myself have been in it I decided to research it.The martial arts consists of various styles and techniques.such as the art karate,which originated in japan,tae kwon do which is from korea,and the most famous,kung fu from china. these are just a few of the hundreds of kinds of arts in the world."Karate is more than a system of individual self-defense in the current obsession with martial arts.

In its original form, it enhanced the spirit through the achievement of humility made possible by the knowledge of one's physical strength combined with skill and technique."Wrote Taki Theodoracopulos from Oriental-Ectasy(pg 72).

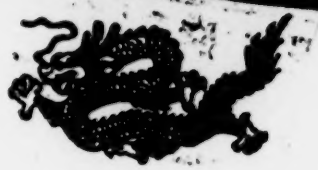
TAE KWON DO

Tae kwon do,on the other hand started in the sang dynasty.It's different in many ways,such as the forms and movements. also the culture and tradition.compared to the chinese and the japanese.The applications are different and harder. there's a need of flexibility for this particular art.Kung fu is the more derived and I think the most studied art anywhere in the world.

It's movement are linear and are based on animal emotions and movements. all these differ in many ways.But it all comes down to this.They all are forms of self-defense.If there is an art you would like to study.look to your yellow pages.



BLACK DRAGON



KENPO KARATE

KUNG FU

KARATE DOJO

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